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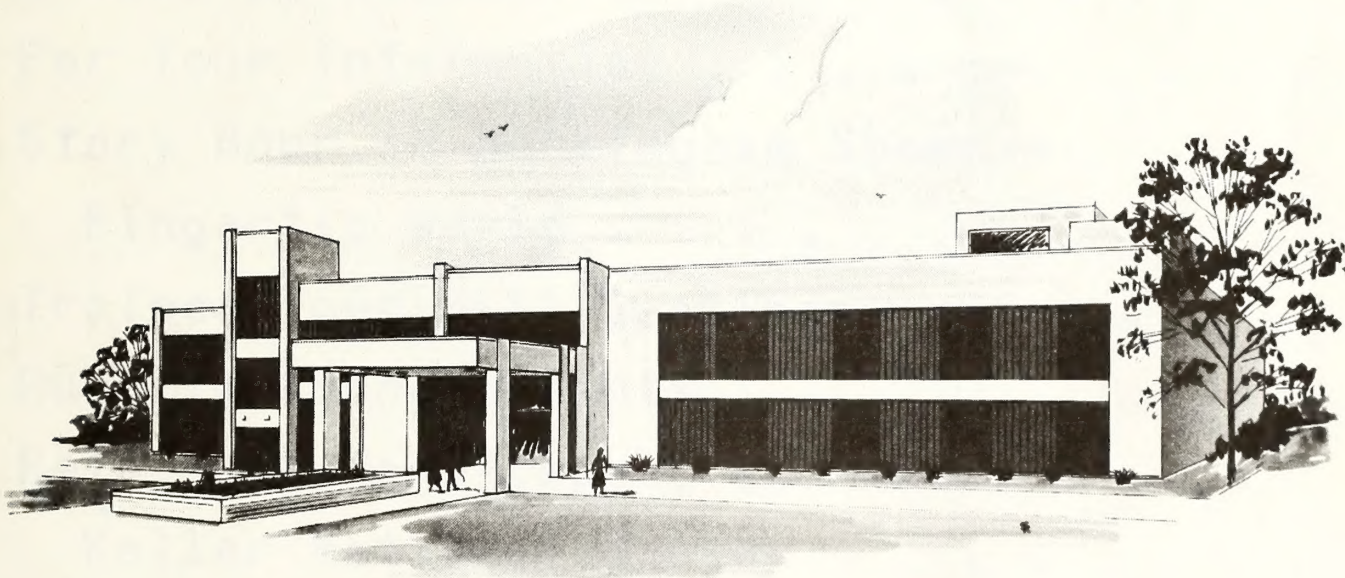








# *NAT-CENT NEWS*



Published 3 times a year by:

**Helen Keller National Center for Deaf-Blind Youths and Adults**

**111 Middle Neck Rd.**

**Sands Point, N.Y. 11050**

**Tel.: Area Code 516-944-8900**

**Operated by Helen Keller Services for the Blind**

**EDITOR — ROBERT J. SMITHDAS, L.H.D., Litt. D., L.H.D.**

**Vol. 17 No. 2  
January 1987**

The activities of the Helen Keller National Center for Deaf-Blind Youths and Adults reported herein were supported by funds from the U.S. Department of Education, Office of Special Education and Rehabilitation Services. However, the opinions or policies expressed herein do not necessarily reflect those of the U.S. Department of Education.



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EDITORIALLOOKING AHEAD

by Robert J. Smithdas, LHD, Litt.D, LHD

In past editorials this writer has commented on various needs and problems of the deaf-blind population, and on various aspects of work with the deaf-blind that needed to be brought to the attention of professional workers engaged in education and rehabilitation of the deaf-blind. Much of the material used was gleaned from years of firsthand personal experiences and observations, and from contacts with other deaf-blind individuals who expressed their frustrations and hopes.

Today we live in an era where progress moves swiftly and its changes affect every segment of society. This is certainly true for deaf-blind people, for whom - during the past forty years - education, rehabilitation, placement and employment services, and technology have improved tremendously, providing greater opportunities for independent living and social acceptance.



All this is commendable and desirable, but I find one important element still missing that could have a great influence on future developments. That missing element is input from the deaf-blind population as a whole. Most of what has been accomplished to date has come through the efforts of dedicated, interested workers who believe that deaf-blind people can achieve worthwhile goals. For the most part, deaf-blind people have been accepting, but passive; they have been willing to accept what was offered, without making a special effort to express definite opinions or preferences of their own. What is needed now is advocacy - not just the advocacy of single individuals, but advocacy from the deaf-blind community itself, expressed through developing leadership.

If anyone knows what it means to live in a world without sight and hearing, then surely it is the deaf-blind individual who actually lives with the problems of this



dual disability and is emotionally and physically involved with the frustrations they create. For a deaf-blind person those frustrations are a living reality, and we cannot assume that professional workers can understand the full impact of living with deaf-blindness. We are fortunate in having devoted professional workers who are strong advocates for the deaf-blind; now we need deaf-blind advocates who can offer constructive suggestions and criticisms. We should not leave the destiny of deaf-blind citizens entirely to the professional workers. Let me know your feelings on this issue.

Deaf-blind people should speak out now!

### FIELD NOTES

by Jules Côté, Associate Director

During the last week of September and the first week of October 1986, I visited Arizona, Oregon, and Idaho. In Arizona I observed at firsthand the beginning of the new Work Supported Program which is intended



to assist with job placement and employment for the handicapped. This program, established by the federal government under the Rehabilitation Act of 1986, could be very important to deaf-blind persons in assisting them to find remunerative employment. Although many problems have to be worked out, this program promises to be a success because of the fine teamwork of the people involved in developing it.

Visiting the Northwest, I was impressed by the willingness of different state agencies to cooperate across state lines to ensure quality services to the deaf-blind. It was heartwarming to observe quality counseling by staff personnel with great empathy for their clients. Idaho, in particular, demonstrated its belief in its work by employing the handicapped. There is nothing like having good role models to convince clients that philosophy is not just words, but can also be reality.

The week of November 17th, the Helen



Keller National Center brought its Regional Representatives and Advisory Committee together at its headquarters in Sands Point to exchange information and make new plans to implement new ideas and improve services. This was the first time that the Center's field staff had an opportunity to exchange information with the Center's Advisory Committee.



Seen during the November 1986, meeting at headquarters are the following HKNC Regional Representatives: (standing l. to r.) David Bennett, Sue Olson, Louis Anderson, Mary Ellen Barbiasz, Jules Coté, Associate Director of HKNC, Elizabeth Bixler, Ron Cyphers, Sherri Wallace. (Seated l. to r.) Barbara Martin, Connie Miles. (Absent due to illness, C.C. Davis.)

In recent months, the Center's National Training Team has been active providing training sessions from New York to Utah. In addition, the Center's monthly seminars



continue to be well attended, with an increasing participation by group home personnel.

The Center's National Coordinator of Affiliated Services, Joseph McNulty, has been busy assisting four new affiliates to start services for the deaf-blind. However, it will be February or March before we see progress due to the long state procedures in hiring new staff.

In conclusion, let me express to you readers our best wishes for the coming New Year!!

### DECADE OF PROGRESS

#### AT HELEN KELLER NATIONAL CENTER

(Editor's Note: Following are excerpts from the PORT WASHINGTON NEWS, Port Washington, NY, and NEWSDAY, Long Island, NY).

"We are one with history," said former New York State Governor Hugh Carey to the group assembled on October 8, 1986, to celebrate the Tenth Anniversary of the Helen Keller National Center for Deaf-Blind Youths and Adults. In a moving tribute to the



Center, Mr. Carey, who attended the Center's dedication a decade ago, outlined its establishment under a federal grant ten years ago. He talked of Dr. Mary Switzer, whose main concern was the vocational rehabilitation of the deaf, and of Peter Salmon, a leader of The Industrial Home for the Blind, and their collaboration in the founding of the Helen Keller National Center.

Mr. Carey said the Center's success is only a first step in meeting the needs of deaf-blind people. "I wear a Braille watch very frequently to remind others of the work that still needs to be done. The clients teach us that they may be disabled," he continued, "but only we can make them handicapped."

Mr. Louis Bettica, formerly Associate Director of the Center, who received an award at the ceremony, posed the question, "Where are we going?" to the audience. Reminding them that there are between forty and fifty thousand deaf-blind Americans, and that the



Center can only handle forty at one time, Mr. Bettica said that the focus from here on should be on research and development. "A lot is being done, but if we're ever going to make a dent, it must be done out in the rest of the country as well," he said.



Barbara Hausman, Assistant Director of Community Education at the Center, read a letter from a former client that left few in the crowd dry-eyed. Jerry Jamerson, now back in rural Virginia, said that she had learned to read braille, to clean, cook, and sew at the Center. "Every Sunday," she wrote, "I go to

Former New York State Governor, Hugh Carey (l.) is seen congratulating Louis Bettica (r.) on his award.



church and thank God for the Helen Keller National Center."

The program concluded with a play, performed by clients and staff, a singing/signing choir, and a rhythm band. Stevie Wonder's "A Place in the Sun" never received a more touching performance.

After the birthday speeches, the guests were invited to enjoy refreshments which had been made by the clients.

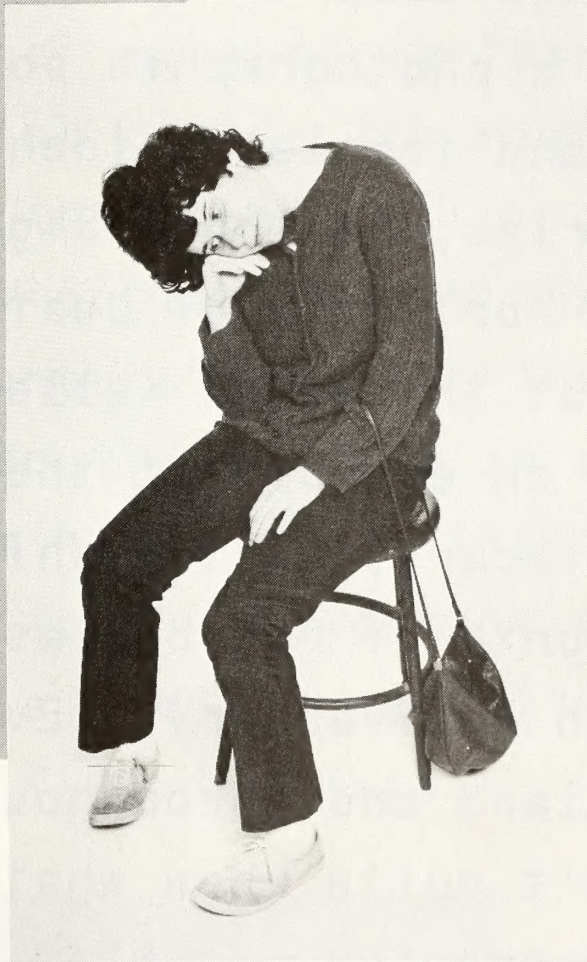
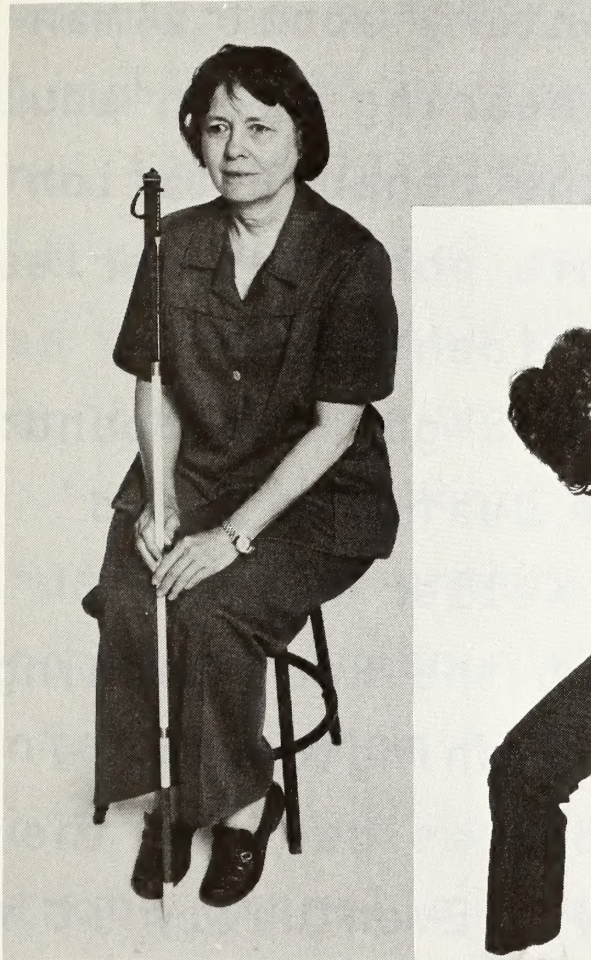


After the ceremonies, former Governor Carey (center) had an opportunity to talk to HKNC client Eleni Tau'ilili'ili (l.) Martin A. Adler, President of Helen Keller Services for the Blind serves as interpreter.



INSIDE IMAGES OF DEAF-BLIND  
PEOPLE

by Barbara Delatiner



Among the people photographed by Mathieu Roberts were, from far left, Myrtle Harper, Lynn Turcotte, and Scott Bass.

(Reprinted with permission of THE NEW YORK TIMES, New York, NY)

Like many people, Mathieu Roberts was ill at ease when he first made contact with the deaf and blind residents of the Helen Keller National Center in Sands Point.



His interest piqued from serving as cinematographer on the film "The World At His Fingertips," a documentary about a man who loses both sight and hearing as an adult. Mr. Roberts had come to the rehabilitation center to do a photographic portrait series of the male and female residents.

That series, "Without Sight and Sound: Photographic Portraits of Deaf and Blind Individuals at the Helen Keller National Center," was on exhibit at the Port Washington Public Library, Port Washington, NY, during the month of October as part of the Center's 10th Anniversary. Eventually it will tour Long Island and throughout the country.

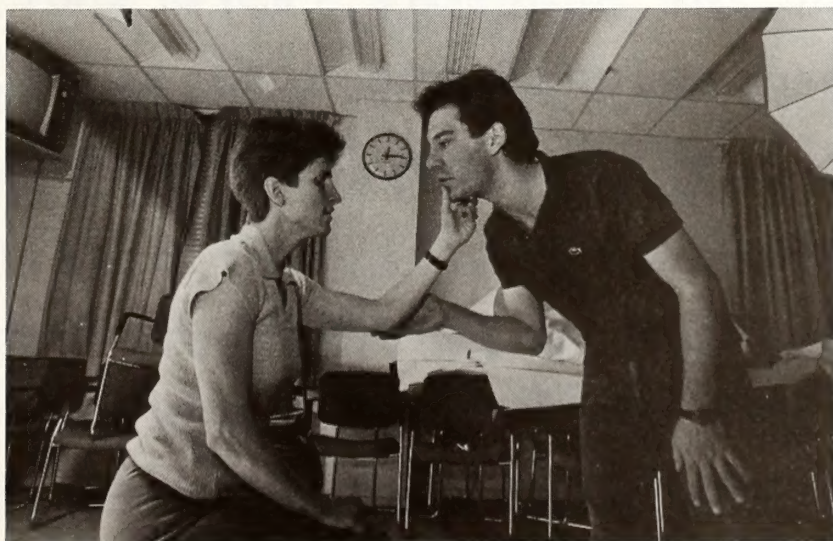
"I didn't quite know what to expect," Mr. Roberts recently recalled of his visit to the Center. "I was afraid they'd all be depressing and strange and that I'd be unable to communicate with them - establish enough rapport to cut through and find their essence. I guess most people without disabilities have comparable misconceptions



about the disabled."

Using palm printing, tactual gestures, tadoma - a method by which the deaf and blind "read" by touching the lips and throat, and, when all else failed, an interpreter, the photographer managed to "explain what was going on and create the right environment for something to happen.

"It was important to me that each client trust me and understand what the photographic process was about," he said in a telephone interview from his home in Stamford, CT. So I had them touch the camera and the strobe umbrella and I'd set off the flash so they could feel the heat."



Mathieu Roberts, photographer, communicates with HKNC client, Donna LePiors, using the Tadoma method as they prepare for a photographic session.



His studio, an empty office at the Center, had a stark white background that was meant to suggest inwardness and isolation. It also enabled the photographer to examine his subjects in penetrating detail, eventually compelling the viewer of the finished product "to forget that the portraits are only two-dimensional."

He shot more than 2,000 frames for the series and finally selected 20 to exhibit. But in a way, he conceded, the results are contradictory. Philosophically, the pictures were meant to show the rest of the world that, save for their disabilities, deaf and blind individuals are like other people. However, some of the subjects "were angry and frustrated, some resigned and some actually happy," he said - which made them unique portrait subjects.

"There's a sense of patience in all the portraits that you don't normally see," he said. "Sighted-hearing people usually are impatient and fidget. But these people,



with their movement limited and the way they hold themselves, they are really there; not just sitting there, but there. They were there for that moment, and their inwardness comes through. I don't think they look like anybody else - at least I hope I captured their uniqueness and diversity."

Editor's note: This fine art portrait series is available for exhibition throughout the country in private or university galleries, and in library media centers. For details, call Barbara Hausman at (516) 944-8900 (TDD and voice).

### KEEPING UP WITH THE NEWS

Braille Publishers, Inc., of California is announcing publication of WORLD NEWS TODAY, the first weekly current news magazine published in braille. Working with United Press International as the primary news source, WORLD NEWS TODAY will offer a format similar to NEWSWEEK and U.S. NEWS AND WORLD



REPORT. Included in national and international news are medicine, finance, science, and human interest, along with commercial advertising. Advertisements by national producers of food products, home products, home care, and health care may have special offers, recipes, or coupons much like those in GOOD HOUSEKEEPING or the READER'S DIGEST.

WORLD NEWS TODAY uses a newly developed system of braille publishing, linking computer generated information with rotary presses allowing for cost and time efficient production. This will put the news and advertising in the braille reader's hands while it is still current and relevant.

As a commercial venture, WORLD NEWS TODAY will be employing accepted business methods. There are no grants, subsidies, affiliations, or political influences supporting this magazine. With up to 100 braille pages per weekly issue, yearly subscriptions of up to 50 issues are available for \$40.00, or 25 issues in six months for



\$25.00. As a limited edition magazine, requests will be taken on a first come first served basis.

WORLD NEWS TODAY hopes to present an accurate and similar representation of what is available to the sighted. For more information, call or write: WORLD NEWS TODAY, P.O. Box 675, Alamo, CA 94507 (415) 831-9679.

### A SPECIAL REQUEST

Editor's Note: Following is a letter from Richard A. Lewis, M.D., Associate Professor, Department of Ophthalmology, Pediatrics, and Medicine at the Cullen Eye Institute in Houston, Texas, to Helen Keller National Center requesting information concerning Usher's syndrome. In view of the fact that approximately fifty percent of deaf-blindness is caused by Usher's syndrome and relatively little is known of its genetic cause or early diagnosis, it is timely and commendable that Dr. Lewis is now studying this disease. We sincerely hope that



readers of NAT-CENT NEWS will be willing to cooperate with Dr. Lewis in making his project a success by providing information and participation.

Dear Sirs: Because you have an intense interest in deaf-blind children, adolescents, and adults in the United States, I am writing to enlist your help in identifying individuals and families with Usher's syndrome, a form of hereditary neurosensory hearing loss, and retinitis pigmentosa. I recognize that Usher's syndrome is usually divided into two categories, one in which children have pre-verbal deafness, and another in which the hearing impairment generally develops after the verbal.

As surely you must now realize, autosomal recessive disorders like Usher's syndrome are very difficult to analyze by any present genetic technique because of the impossibility of identifying clinical features among even obligate genetic carriers. Thus, parents of children with Usher's syndrome



typically have no eye problems and no hearing problems.

To begin these studies, I am looking for families with Usher's syndrome (of either type) in which there can be no confusion about the diagnosis. I will restrict my initial efforts to families with Usher's syndrome (with either preverbal deafness or postverbal deafness) in which there are two or more affected siblings and in which both parents are living and available for study.

This disorder is infrequent enough and suitable families of this type are difficult to come by. You, or members of your organization, may be familiar with appropriate families.

If there is a way through your newsletters, registries, and other correspondence to identify families with Usher's syndrome and two or more affected offspring, or if anyone within your organization would know of such families, would you please send me



their names and addresses, or ask them to contact me at the Cullen Eye Institute, 6501 Fannin Street, NC-206, Houston, Texas 77030 (713) 799-5942. Thank you for your help.

### FOR YOUR INFORMATION


"Dealing with the Threat of Loss," the first booklet in a series on retinitis pigmentosa entitled THE BUSINESS OF LIVING BOOKLETS, is now available. Published in 1982 and now in its second printing, this 22 page manuscript has been put together for family members of those with Usher's syndrome.

This booklet is not only a personal story of the author's lone struggle to maintain control of her life after being told she would be blind by the time she was 40; it is also a primer for newly diagnosed persons. It offers tips on how to cope with the frustrations of "now you see . . . now you don't." A personal philosophy woven with a sense of humor are seen as the author's tools



for emotional survival.

This booklet is available in English in bold-face, sight saving type, or in French, 12-point size only. To order, U.S. residents should remit \$5.00 in check or money order; from Canada or overseas, \$6.00 should be remitted in money order or bank draft in U.S. dollars on a U.S. bank only.

Orders should be addressed to: The  Business of Living Booklets, P.O. Box 8388, Corpus Christi, TX 78412-0388.

\* \* \* \*

For ten years the RP MESSENGER, bi-annual newsletter of the Texas Association of Retinitis Pigmentosa, Inc. (TARP), has been reaching persons throughout the United States and many other countries in a bold-face, sight-saving print format, and on audio-cassette.

In celebration of its Tenth Anniversary this year, TARP's Board of Directors elected to support the very promising molecular research headed by Richard A. Lewis, M.D.



and his colleagues at the Cullen Eye Institute, Houston, Texas. In the Fall/Winter 1986 issue of the RP MESSENGER, a plea for families with Usher's syndrome who meet certain criteria to get in touch with Dr. Lewis has understandably created a need to make the newsletter available in braille.

TARP needs your help. Are you interested in receiving its publication twice yearly in braille? Would you be willing to support it as print and cassette readers/members do? Please indicate your feelings on this issue by writing to Dorothy Stiefel, Editor, RP MESSENGER, TARP, Inc., P.O. Box 8388, Corpus Christi, TX 78412-0388.

STORY HOUR IN BUCKINGHAM  
SHOWS FINGERTIP WORLD

By Tana Knott

(Reprinted with permission of THE FARMVILLE HERALD, Farmville, Virginia).

Story hour at the Buckingham County Public Library didn't look any different one recent day. The children were gathered



around the guest story-teller where they spent the hour listening, giggling, singing, and sharing. It was a fun hour. They learned several new songs and heard a great version of the fable about the King of the Jungle and his new found friend - a little mouse.

Within that hour, however, the youngsters learned a great deal more than they realized. They learned to look beyond a person's disabilities. The guest story-teller was Jerry Jamerson who was accompanied by her guide dog, Travis. Mrs. Jamerson has RPGB, a disease that causes a degeneration of the retinal neuroepithelium which has left her sightless. She is also deaf.

It was immediately evident that Jerry has no handicap when it comes to dealing with children. Her vitality and that of the children blend almost magically. A mother of four and grandmother of six, Jerry is more than experienced in teaching and working with children.

While in Baltimore, where she and her



husband, Clarence, resided for most of their 33 years of marriage, she volunteered as a teacher's aide to handicapped children.

"Our family has always been active with other people," states Jerry. "My husband makes a great Santa Claus," she says as she relates how the family worked with schools and churches in the Baltimore area.

Jerry and her husband moved to Buckingham several years ago. Mr. Jamerson is formerly from Buckingham. Three of the Jamerson children have also relocated to the area.

Fourteen months of Jerry's life were spent at the Helen Keller National Center for Deaf-Blind Youths and Adults in New York. There, she underwent training in braille, mobility, sign language, and fingerspelling. She was also taught skills such as cooking, plant care, industrial arts, sewing, and arts and crafts.

She enjoys crocheting, knitting, macramé and various other crafts. "I am capable of teaching anyone these crafts," Jerry says



proudly. "If I can do them, anyone can!" Her talents don't stop there. She writes children's stories and especially enjoys teaching young children how to communicate with deaf and/or blind people.



Mrs. Clarence Jamerson and her dog, Travis, make a special visit to the Buckingham County Public Library. Jerry was the guest story-teller at a recent Story Hour. Following several stories and songs, she let the children get acquainted with her guide dog Travis.

While in New York, Jerry was in a movie for the Helen Keller National Center entitled, "The World at His Fingertips," which is a film about a man who lost his sight and hearing. The film strives to give the public an idea of what the blind and deaf go through, and shows how they are



taught at the Center to become active, productive citizens in today's world.

In spite of her blindness and deafness, Jerry continues to meet the world with a smile on her face. "My mother gave me the gift of laughter," she explains. It is evident by this lady's spirit and determination that this is one gift she uses constantly - it is also a gift that she is willing to share.

### TRAINEE TOWN HALL MEETINGS

by Laura J. Thomas

Supervisor of Direct Services

Where do you see many deaf-blind persons and interpreters gathered together? Once a month, here at the Helen Keller National Center, when we have the Trainee Town Hall Meetings.

These meetings function to give clients an opportunity to offer suggestions and express complaints about the overall training program and residential living. Clients are encouraged to develop confidence and self-



advocacy in making their needs known to us. These skills will help them when they eventually return to their communities.

Guided by Dr. Robert Smithdas, a committee of three clients acts as advocates for the whole group of trainees. The committee's chairperson collects suggestions from other clients and presents them at the Trainee Town Hall Meeting. Other suggestions may be made during the course of the meeting, for instance: "Can we have electric doors installed?" "We need a washer/dryer on the second floor of the Residence." "We should be encouraged to do our own room maintenance." "Can we start a buddy system for new clients?"

Then certain staff members work with the committee by discussing the suggestions and recommendations. Some of the suggestions may not be realistic, while others may be good ideas. The focus is to work with clients in developing assertiveness and understanding reality.



These skills will assist clients when they leave the Center and return to their home communities. They will be better prepared to make suggestions, improvements, and changes by expressing their needs.

### RUBELLA AMONG INFANTS

(Reprinted with permission of the NEW YORK TIMES, New York, NY)

Editor's Note: As readers are aware, one of the leading causes of deaf-blindness in recent years has been rubella. Two epidemics in the 1960's produced over 10,000 children who are deaf-blind - many afflicted with other disabilities. The following article, though it deals only with the State of New York, is an important warning that women of child-bearing age should be immunized against rubella in all of the United States.

\* \* \* \*

Nine cases of congenital rubella syndrome have been reported this year to the New York City Health Department. That is a



big change - officially an "outbreak" in fact - because the annual number of cases in recent years has been zero or one.

The agency traces the cases of the syndrome among newborn infants to an outbreak of rubella in the spring of 1985.

What frustrates health officials is that it did not have to happen. "These C.R.S. cases are a signal that our rubella immunization has been inadequate," said the Director of Immunization in the Health Department, Dr. Polly Thomas. "It is an entirely preventable problem."

Transmitted in the womb to the fetus, the syndrome can lead to profound mental retardation, cerebral palsy, infantile autism, eye cataracts, glaucoma, deafness, and cardiac lesions, according to the Director of Pediatrics at the St. Luke's-Roosevelt Hospital Center, Dr. Louis Z. Cooper. About new cases, he said, "In broad community terms, it is not a big deal. But for those families, it's hell."



Dr. Thomas said the goal was to widen immunity among adult New Yorkers and those who work in New York. Meanwhile, Dr. Cooper said, "No woman should enter the child-bearing years without documentation of protection against rubella. That means one of two things: proof of a valid rubella vaccination or a valid blood test which shows the presence of protective rubella antibodies."

For further information about rubella and its prevention, call your local or state Health Department.

PETS HELP HANDICAPPED AT  
HELEN KELLER NATIONAL CENTER

(Reprinted with permission of the North Shore Animal League, Port Washington, NY)

Just for a moment, close your eyes and cover your ears. Now, slowly count to 30. Seems like an eternity, doesn't it? Well, that's how life is each day for the residents of the Helen Keller National Center.



"I just knew that it would brighten the lives of the residents at the Center if they could touch, cuddle, and love a furry puppy or kitten," said the League's Betty Rosenzweig. Well, the folks in charge at the Center also thought it was a great idea. So, just recently, the North Shore Animal League team arrived at the Center with lots and lots of perky pets cradled in their arms.

Within minutes, there was laughter, shouts of joy, and ear to ear smiles all over the place. "I've never seen anything more wonderful," said the Center's Volunteer Coordinator, Nancy Lagan.

One of those happy faces belonged to John Ferreri. John is both blind and deaf, but through his interpreter, volunteer Pat Green, he said he knew the North Shore Animal League had come. He felt a wagging tail hitting against his leg as the little dog called "Nutmeg" passed by. And when the 3-year old terrier mix was gently placed in his lap, John was overwhelmed with happiness



as Nutmeg planted warm, wet kisses on his cheek. "She likes me, doesn't she?" John signed to his interpreter. And Pat Green signed back answering, "She loves you!"



FRIENDS MEET: "Nutmeg loves you," HKNC volunteer Pat Green (r.) tells client John Ferreri (l.) as another HKNC volunteer, Mark Fearing (center), looks on.

And then resident Sam Willoughby, who had been reluctant to touch the animals in the beginning, was soon petting a tiny puppy for the very first time ever! "They didn't know what to expect," said Pat. "But it sure didn't take them long to learn what loving a pet is all about."

In the meantime, Nutmeg was making friends with just about everyone there as she



ran from person to person - happy to be with the residents and loving all the attention.

"You know it wasn't long ago that Nutmeg was abandoned at North Shore," said the League's Nora Sepler. "I remember how lonely and afraid she was. But she's not afraid anymore. Just look at her, her tail never stops wagging. She's having the time of her life."



END OF A PERFECT DAY: HKNC client Sam Willoughby (r.) says goodbye to a new furry friend. Everyone agreed it was a beautiful beginning and that they should meet again real soon, including the League's Nora Sepler (l.).



Everyone agreed that the day was a success - certainly something to be done again soon. "It was a beautiful beginning," said Nancy Lagan. "Just take a look around and you can see what today has meant to our clients. It made them happy. Now, thanks to North Shore Animal League, they know the joy a pet can bring." As client John Ferreri said, "God made these little animals, didn't he? He must have liked them a lot because he kept making more and more of them."

### TACTILE SPEECH INDICATOR

The new Tactile Speech Indicator (TSI) is an inexpensive telephone device called the Phone Listener, sold by Archer Electronics, which has been modified so that it can be used as a vibrotactile device by deaf-blind people. It has simple controls, is easy to operate, and the vibrotactile signals are strong and clear.

DESCRIPTION: The TSI is housed in a lightweight plastic case approximately three



inches wide, five inches deep, and two inches high. Controls consist of an on/off switch, located in the right-hand corner facing the user, and a volume control dial located on the right-hand side of the case just below the top edge. On the back panel, to the left, is an input jack for plugging in a magnetic pickup. The magnetic pickup, which is included, has a suction-cup which must be pressed against the back of the telephone receiver's earpiece when the TSI is in use.

The Phone Listener has been modified by having a two-inch diameter circle cut out of the speaker on top of the case, and a thin plastic disc has been inserted over the speaker's amplifier. The deaf-blind user places his finger on the plastic disc to feel relevant signals - phone rings, busy signal, pickup, and voice or Morse Code signals.

The device operates on a 9-volt flat radio battery. The base cover of the device snaps off easily so that batteries can be



changed, and is easily replaced after the battery has been installed.

The vibrations of the plastic disc are strong, distinct, and easily felt by the user. If the vibrations are too weak (as sometimes happens with long-distance calls), their strength can be increased by turning up the volume.

Ideally, the deaf-blind user should have usable speech so that he/she can ask questions over the phone and receive appropriate answers, such as "Yes," "No-No," and "I don't know," which come over the speaker as a single, double, or triple vibration. The device can also be used for sending messages spelled out in Morse Code, provided both sender and receiver are familiar with the code.

The TSI is available for \$20.00. For further information or purchase, contact: Jules Coté at the Helen Keller National Center, 111 Middle Neck Road, Sands Point, NY 11050 (516) 944-8900 (TDD and voice).



NEW CATALOGUE OF AIDS

InfoVisie is a technical and advisory center for the blind, partially sighted, and deaf-blind, and for interested institutions, employers, and schools. It provides information on research and inventory of technical aids for the visually disabled and deaf-blind, and acts as a consultant to disabled individuals.

This organization has just completed preparation of a new catalogue of aids for the deaf-blind. The book contains descriptions of over 100 aids, references, addresses of producers, and information on current catalogues of aids and devices. The catalogue is available on prepayment of 500 Belgian francs, plus mailing charges of 300 Belgian francs made out to: Bankaccount: 785-5064684-28, or by Eurocheque in the same amount.

Orders should be directed to: Info-Visie VZW, Capucijnenvoer 7, B-3000 Leuven, BELGIUM



DEAF-BLIND PROFESSOR "HEARS" THE SHOFAR

by Monica Maske

(Reprinted with permission of THE SUNDAY  
STAR-LEDGER, Newark, NJ).

Ira Cochin, a professor of mechanical engineering at the New Jersey Institute of Technology in Newark, "heard" the blowing of the shofar in a rather poignant way - by placing his hand on the ram's horn as it sounded for the Jewish New Year.

Cochin, who lost his eyesight 15 years ago and lost his hearing three years ago, refuses to be defeated personally, professionally, or religiously by his blindness and deafness. He continues to teach. Capitalizing on the sensitivity in his hands, he has begun to sculpt wire figures and to do carpentry. He has also mastered the array of electronic and mechanical devices which allow him to communicate with his wife, children, friends, and students.

Placing his hand on the shofar during services in Congregation Shomrei Torah in



Fairlawn, is just one of the ways the 61 year old professor has learned to cope with his "affliction." Using an electronic scanning device to "read" written questions or placing his fingers on the nose, mouth, and throat of someone speaking to him, Cochin answers the inevitable questions regarding the unfortunate loss of vision and hearing.

"A lot of people have asked me whether I have ever wondered, 'Why me?' The answer is 'No,'" he said. "I always said, 'Why not me?' But I have to explain that. I manage very well, that's why I say 'Why not me?'"

Cochin, who has become a more observant Jew in recent years, said his disabilities have not affected his religious beliefs.

"I don't relate my faith, or what God does, to my affliction," he said. "The affliction is my problem, just like what size shoes I wear or whether I am hungry."



"It is no one else's fault or responsibility," he added, "so I don't think I ever made the association either way."

Cochin, who has taught mechanical engineering at NJIT for 20 years, said while losing his vision was bad, the loss of a second sense was nearly devastating.

"Now, this is hard to say, but when I became blind it didn't seem so terrible," he said, noting that he could "handle" it. "When I became deaf, that was a different story. First of all, being deaf robbed me of all the substitutions I had made for being blind. Also, I had gotten used to being blind."

Although blind, he was able to communicate with people. But, he said when he lost his hearing, he was "totally out of it." In the same breath, Cochin added that he "kept trying" to communicate.

"I tried everything imaginable," he said. "I have a vibration device I wear on my wrist with which I can feel the vibration



of a voice, and with thousands of hours of practice, I can make out a few words."

With his wife, Dinah, a teacher at a Yeshiva in Englewood, Cochin will communicate by placing his fingers on her face and mouth, a system designed 80 years ago for deaf-blind people to communicate with each other. The system is called "tadoma," a word created from the names of the first two children to use the system. Dinah also uses sign language, with her husband placing his hand over hers to feel the letters and words.

Cochin spent a summer at the Helen Keller National Center in Sands Point, NY, two years ago to learn to cope after losing his hearing.

"I had been deaf for a year and I already knew braille, so what I had to concentrate on at the Center was learning how to get around - mobility - and the tadoma way of communicating," he said.

Among the "other gadgets" he uses is an electronic cane which sends out a radar



beam which measures the distance of objects and obstructions in his path. The cane is his primary way of getting around at NJIT, where graduate students assist him and drive him to and from school.

Cochin, who will admit to "mixed feelings" about the fact that students have occasionally taken advantage of his lack of sight and hearing, is even more frank about the impact of his blindness and deafness on friends.

"When I became blind, people reacted a little strange, but I didn't lose them," he said. "When I became deaf, a lot of people avoided me." He said he finally "came to terms with it" by concluding that people are "uncomfortable" with his disabilities.

He said they either avoid him or want to "mother" him. In reaction, he has learned to meet people "more than halfway and make them comfortable. If I put them at ease, then they won't be afraid and run away."

Cochin said a frequently asked question



is how does he know his wife still looks attractive. He said when he was blind, he could hear her getting dressed and "prettying up." Since he has become deaf, he can feel the vibrations on the floor as she goes about dressing.

"But I don't have to see, because I know," said Cochlin. "It's not the prettiness in the face - it is the prettiness in the heart, and that didn't change."

### THE NORDIC WAY

In Denmark, news is now being mailed every day to deaf-blind persons. This service is being offered by the Home for the Deaf-Blind near Copenhagen. A braille printer prints out the news from news texts on television. Each day the news is posted to the deaf-blind subscribers who can read it the following morning.

In Sweden, a study has been completed on the actual living conditions of deaf-blind persons. Seven deaf-blind persons were



observed for 24 hours each day for one week with the intention of finding out how the deaf-blind really live, how technical aids and devices suited them, and how they gained access to information and rehabilitation programs. Interviews with the deaf-blind participants were an integral part of the study. A conference based on the findings of this survey was to be held in October 1986, and its report will be the subject of further studies.

### EDUCATION MORE THAN THE THREE "R's"

(Reprinted with permission of PYRAMID PUBLICATIONS INC., Rockville Centre, NY)

Education is not academics alone.

Reading, writing, and arithmetic are only one kind of education. The Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC), headquartered in Sands Point, New York, concentrates on a different kind of educating - the aim being independent living for the deaf-blind community.



The prevocational program at HKNC includes instruction in various communication skills, mobility, basic education, skills of daily living, home management, industrial arts, speech training, arts and crafts, and horticulture. A program offering placement for qualified, deaf-blind persons in various levels of sheltered or competitive employment is also included in the total rehabilitation program. Some of the many parts of the program offerings are outlined below.

The prevocational work program is to assist multi-handicapped, sensory impaired clients in developing basic work skills and habits that can be transferred to other work situations. Close supervision and consistency in training are essential components of the program. Participants will learn to perform duties such as sorting, packaging, assembly, and envelope stuffing. Behavior modification techniques are employed to reinforce appropriate work behaviors.

Clients will be evaluated in the



Vocational Evaluation unit for work habits, tolerance of work, and identification of career goals. Upon completion of the evaluation, a comprehensive report is written including results of various tests, employable assets and liabilities, and recommendations for future training, services, and/or career goals.

Work experience training is another offering of the program. These training programs are offered both on and off the campus. On campus jobs include kitchen utility worker, clerical worker, laundry/linen worker, housekeeper, maintenance worker, braille proofreader, and cashier/server in the coffee lounge. Off campus possibilities are stock person and general grocery assistant, laundry/linen worker in hospital, operator of clerical machines, animal feeder and cage cleaner, and housekeeper in nursing home.

Staff personnel also work to provide permanent job placement services upon completion of the various training programs.



The Daily Living Skills program is designed to teach deaf-blind clients skills to maximize independence in areas of personal skills, self-management, and social activities. Clients will learn personal grooming, table skills and manners, and personal management.

The Orientation and Mobility program at HKNC aims to develop abilities and provide experiences which will enable individuals to travel safely and independently in a variety of environments, and to reach the highest level of independent travel he/she is capable of achieving. The program includes: orientation to the HKNC campus, long cane techniques, outdoor travel skills, use of low vision aids, advanced travel on public transportation, effective communication with the public, introduction to travel alternatives (i.e. guide dogs, electronic travel aids), and safety procedures on airlines.

The Community and Neighborhood Experiences (CNE), is a team approach involving



staff from the Orientation and Mobility Department, Communications Learning Center, and Daily Living Skills Department. Clients develop an awareness of the community and its resources and learn to function within it as independently as possible. And, for those who have the potential to benefit from an opportunity to live in an independent or semi-independent setting, the Independent Living Experience (ILE) program has also been developed. The individual is expected to maintain an apartment on the HKNC campus in a clean and orderly manner, plan, shop, and cook his or her own meals while he or she continues with daily class routine.



FOR THE MICROWAVE COOK

As a follow-up to the article that appeared in the May 1986 issue of NAT-CENT NEWS, readers might be interested in the Microwave Times, a bi-monthly braille microwave cooking magazine. On the average, the magazine features 45 pre-tested recipes, tips, and techniques for microwave cooking. A one year subscription to the braille edition is \$34.00.

It is also available on tone-indexed audio cassettes which, with a binder, costs \$31.00 a year.

Interested? Write: CL Productions, 2905 Berkshire, Mesquite, Texas 75150, or call (214) 681-2771.





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NAT-CENT NEWS

HELEN KELLER NATIONAL CENTER  
FOR DEAF-BLIND  
YOUTHS AND ADULTS  
111 Middle Neck Road  
Sands Point, NY 11050

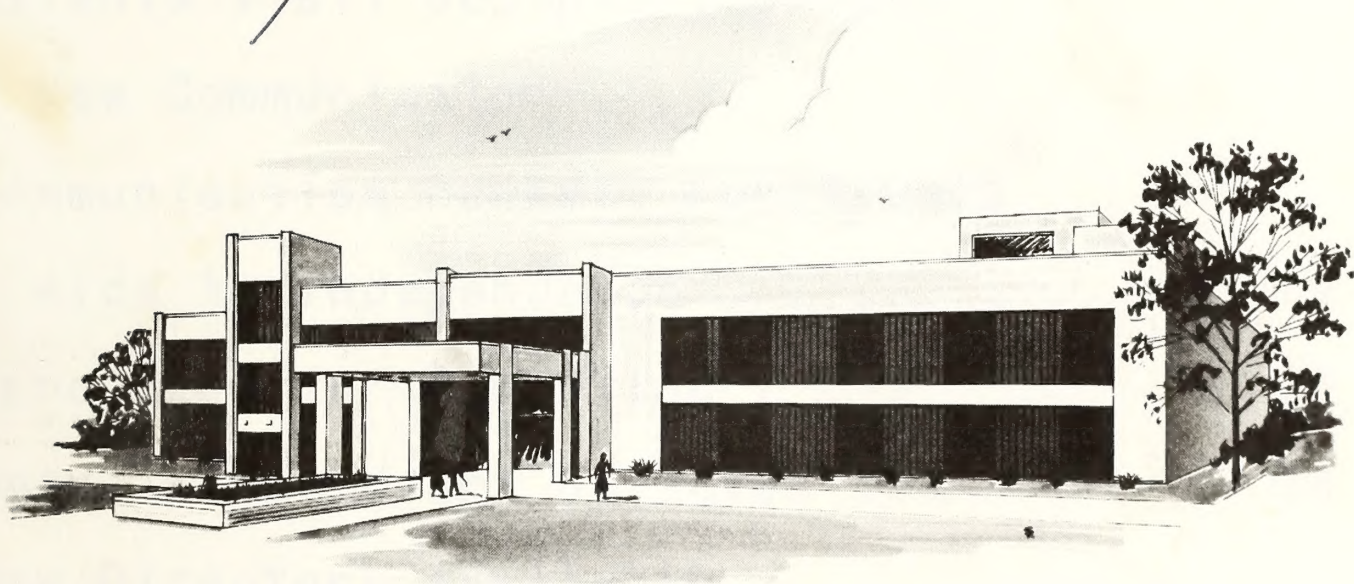
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# NAT-CENT NEWS



Published 3 times a year by:

**Helen Keller National Center for Deaf-Blind Youths and Adults**

111 Middle Neck Rd.

Sands Point, N.Y. 11050

Tel.: Area Code 516-944-8900

Operated by Helen Keller Services for the Blind

**EDITOR — ROBERT J. SMITHDAS, L.H.D., Litt. D., L.H.D.**

Vol. 17 No. 3  
May 1987



The activities of the Helen Keller National Center for Deaf-Blind Youths and Adults reported herein were supported by funds from the U.S. Department of Education, Office of Special Education and Rehabilitation Services. However, the opinions or policies expressed herein do not necessarily reflect those of the U.S. Department of Education.



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EDITORIALBRIDGING THE GAP

by Robert J. Smithdas, LHD, Litt.D, LHD

It is amazing that within the past three decades, modern technology has made tremendous strides by combining the latest scientific findings to produce aids and devices which help to overcome the age-old problems of the blind and of the deaf. The deaf can choose from a variety of excellent telecommunication devices, home signaling systems, and a growing number of information networks throughout the nation. Blind people have guide dogs, talking books, radio reading services, and a plethora of talking devices, including clocks, thermometers, scales, computers - and even a device into which paper money can be inserted and the denomination of the bill is announced.



Most of these sophisticated devices are not cheap, and many are downright expensive; but it is commendable that they exist and can be purchased by those who can afford them. There are also state, civic, and private organizations which are often willing to subsidize the cost of such devices.

In the midst of all this technical evolution, the deaf-blind population is sometimes - unintentionally - ignored. Many new devices either require useful sight or useful hearing, and the number of items which can be read by touch have noticeably decreased in number. Deaf-blind people as a group rely heavily on their tactile senses.

Whatever happened to the prototype electronic Tellatouch machine that the



late Douglas Maure of the American Foundation for the Blind believed could be produced for less than \$1,000.00? It was lightweight, and had rechargeable batteries, a ten-cell braille line, and the potential to be used for face-to-face communication or telecommunication. If a machine with synthetic speech can tell the denominations of paper money, why can't it be done tactually? Worse yet, this writer has ordered two devices which he was assured could be used by the deaf-blind, and which he had to return because there was no way to feel the high-pitched electronic signals one had to follow in order to operate the devices properly.

We need to evaluate current, existing aids and devices for use by deaf-blind people. We need to determine whether



available equipment can be modified or changed without adding substantially to the costs, thus saving on expensive development programs which rarely seem to perform. Knowing what is available for use by the deaf-blind community, and evaluating new items as they become available, should be the responsibility of both professional workers and the deaf-blind people themselves. Catalogues are not the answer - for deaf-blind individuals, it's a case of "hands-on" demonstration and trial.

To increase the quality of life and independence for deaf-blind people, individual consumers and consumer groups must say what they need and ask for constructive help from others. My friend, Henry Viscardi from the Human Resources Center in Albertson, NY, who has spent his life working with the



disabled, developed the slogan, "Give us the tools!" But getting the tools is not enough; we need to say what tools we need. We should ask the states to legislate to make phone devices available for the deaf-blind, as is already happening in at least six states. We should ask for better support services, like the system used in England - the Deaf-Blind Helpers' League. Change begins with the consumers who express themselves openly and strongly.

### CHANGES AT THE CENTER

The Board of Trustees of the Helen Keller Services for the Blind (HKSB) and the Helen Keller National Center (HKNC), and its President Martin A. Adler, have announced important changes in the Center's management.

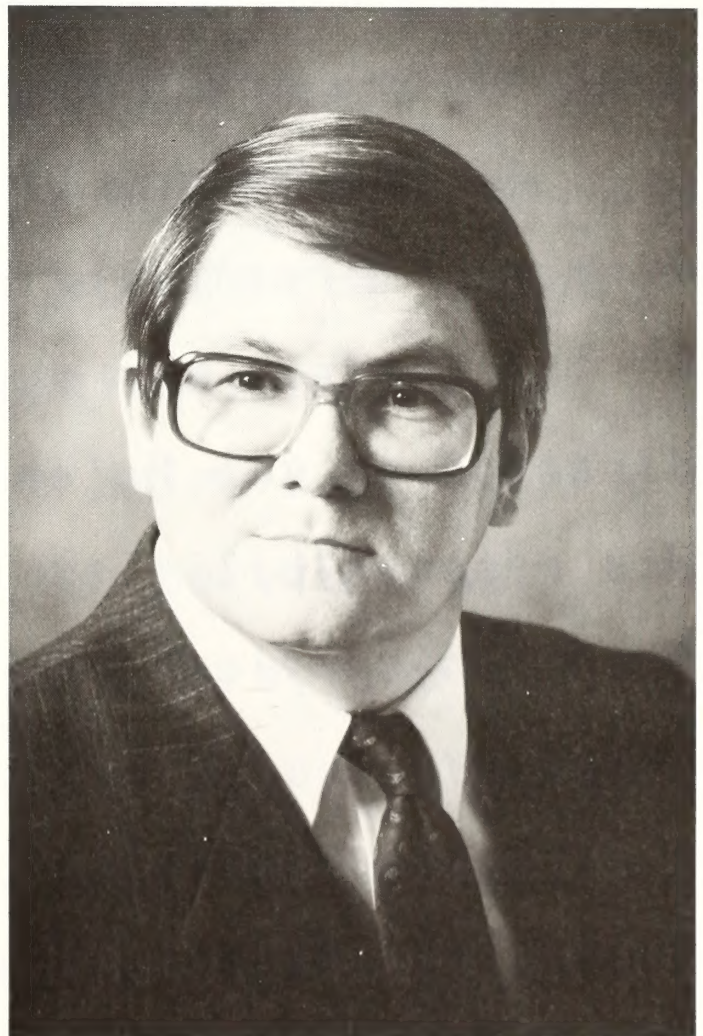


## New Director Stephen S. Barrett

assumed his position at the Sands Point headquarters in late April. Mr. Barrett has had a professional association with the Center's national activities for twelve years, and a distinguished career in the fields of blindness and deaf-blindness for over fifteen years.

Raised and educated in Texas, Mr.

Barrett first joined the Center's staff as its South-Central regional representative in 1975. Subsequently, he was named national coordinator of Affiliated Services. On





behalf of the Center, Mr. Barrett designed and wrote the original proposals which led to HKNC's Technical Assistance Center (TAC), funded through the United States Department of Education. Throughout his many years in the field, Mr. Barrett has acquired extensive experience on the national scene in the areas of fiscal planning, program development, evaluation, and quality control.

In mid-March, Dr. Robert J. Smithdas, formerly director of Community Education at the Center, was appointed assistant director of the Helen Keller National Center. His responsibilities include community education, in-service training, and client advocacy.

Former assistant director of Community Education, Barbara Hausman, was named to the position of director of Public Relations



for both HKSB and HKNC.

Mr. Jules Côté will continue his duties as associate director of the Center, with responsibility for its ten regional offices, the Affiliate Program, the National Training Team, and job placement.

According to Mr. Barrett, "It is my goal that we continuously search for more effective ways of meeting the needs of persons who are deaf-blind, their families, and local service providers across the nation. As with any growing organization, it is important that we at the Helen Keller National Center review the services we provide, look toward the future, and strive for excellence in all areas of our program. New opportunities are unfolding for employment and independent living. We will work hard to see that people who are deaf-blind



are better prepared to participate more fully in these services."

#### FOURTH NATIONAL AWARENESS WEEK

For the fourth consecutive year, the Helen Keller National Center is spearheading a nationwide Helen Keller Deaf-Blind Awareness Week to focus on the problems and needs of American citizens who have combined severe visual and hearing losses, or who are totally deaf and blind. For the first two years of this effort, the Center obtained the passage of two congressional resolutions signed by President Reagan, establishing the last week in June as "Helen Keller Deaf-Blind Awareness Week."

The Center is the only national non-profit agency providing a full range of



training and rehabilitation services for deaf-blind Americans. Its purpose in sponsoring a special week of awareness of deaf-blindness is to bring to the attention of others that there are thousands of men and women who, like Helen Keller, are capable of overcoming their disabilities and are able to contribute to community life as productive individuals. Many of these people are working in professions or competitive employment today. Their success depends on the public's realization that it is ability, not disability, that counts. The Helen Keller National Center is dedicated to spreading this philosophy through the use of media, posters, and the cooperation of many public and private agencies and groups.

This year's theme for the Deaf-Blind



Awareness Week is "INTERDEPENDENCE - A JOINT VENTURE." In a very real sense, every member of human society is interdependent upon all other members for success and happiness. It has been proven that deaf-blind people can be successful when given encouragement, support, education, and training, and this is the kind of joint venture our society must plan for the future of deaf-blind people and society's own goal of human uplift.

### AADB CONVENTION, 1987

The twelfth annual open convention of The American Association of the Deaf-Blind will be held June 28 - July 5, 1987, on the campus of California University, Pennsylvania located about 40 miles from Pittsburgh. The theme of this year's convention will be



"COMMUNICATION: REACHING OUT WITHIN THE COMMUNITY."

As in past years, there will be three categories of participants. DELEGATES are deaf-blind individuals who are entitled to participate in all convention activities. They must pay the convention fee. The fee for delegates who are AADB members will be \$210.00, and the fee for delegates who are not AADB members will be \$230.00.

SUPPORT SERVICE PROVIDERS are those who are able and willing to help out as interpreters, guides, braille transcribers, etc. SSP's work is under the direction of the Support Service Coordinator, who is responsible for scheduling and ensuring that adequate support services are available for all activities. In return for donating their time and skills, the AADB and host



committee will pay the convention fee for all who are accepted as support service providers.

OBSERVERS are all non-delegates who come as professionals or who cannot, or will not, serve as SSP's. Observers are asked to pay a fee of \$50.00 per diem, or \$285.00 for the week. If an observer stays off-campus, the fee will be \$30.00 per diem.

All participants should plan to arrive between 10:00 a.m. and 3:00 p.m. on Sunday, June 28th, to allow time to get to the convention site, register, get settled, and attend the first event - dinner at 5:00 p.m. Please be sure to give your travel plans to AADB as far in advance as possible so that transportation to the campus can be provided for those arriving by bus, train, and plane.

Registration forms should be completed and sent to the AADB home office no later



han June 1, 1987. An acknowledgement will be sent of receipt of forms sent on or before that date. Registration forms will be accepted up to June 15, 1987, but no application will be accepted after that date. Any registration sent after June 1, 1987, will be subject to a \$20.00 additional fee for late processing.

A whole week of exciting activities is planned including meetings, tours, and recreational events such as a cruise on the Three Rivers and a day at Kennywood Amusement Park. This may be one of the largest and best-planned conventions ever!

### FIELD NOTES

by Jules Côté, Associate Director

Since the last issue of NAT-CENT NEWS, this writer has attended advocacy meetings in Florida, Illinois, and Massachusetts.



There appears to be a great deal of activity at the state level to provide better services for deaf-blind people. Helen Keller National Center regional representatives have played a vital role in advocacy planning, providing information and technical assistance, arranging for the National Training Team to visit interested private and public agencies, and assisting the Center's Technical Assistance Center to serve deaf-blind individuals and their families.

It is gratifying to realize that programs that were started five or six years ago are now producing tangible results.

During the months of March and April, the Center was busy preparing for the May meeting of its regional representatives and affiliate specialists. This week-long meeting serves that important purpose of



keeping the field service staff up-to-date on information, sharing new ideas, updating the Center's staff on former clients and new developments, and keeping in touch with colleagues. After the meeting, the Technical Assistance Center will provide a two-day workshop on supported employment for some of the Center's staff.

A number of states have indicated their desire to become part of the Center's affiliate network. We are now formalizing this process, spelling out the Helen Keller National Center's responsibilities and those of participating state agencies so as to provide quality programs. These affiliations will ensure continuing training of specialists in deaf-blind service and improve the quality of such programs.



CLIENTS VISIT SCULPTURE STUDIO

(Reprinted with permission of the PORT WASHINGTON NEWS, Port Washington, NY)

Sculptress Nina Cantrell of Port Washington, recently received a visit from clients of the Helen Keller National Center. The clients were Ronald Ickes, Karen Gillispie, and Joseph Johnson. Interpreting the tour for them, in fingerspelling and manual alphabet techniques, were Instructor Ann Morales and Senior Instructor Madeline Cohen, both from the Creative Arts Department of the Center.

Otto Peter Erbar, Jr., executive director of the Council for the Arts on the North Shore, Long Island, had the idea for the tour. "I think the experience was a mutually beneficial and emotionally rewarding one for all concerned," he said, adding: "We often



counsel people not to touch art, but the enjoyment of some sculpture is often enhanced by feeling. For the disabled in our community, sculpture is one art form that, happily, needs no translation. The art speaks for itself."

In the case of Ms. Cantrell's work, this is especially true since she works in a wide variety of stone and the texture is an integral part of the art.



Pictured at Nina Cantrell's studio are: (l. to r.) Karen Gillispie, client; Madeline Cohen, senior instructor; Ann Morales, instructor; Mary T. Campbell, director of the Sabbath Art Gallery at the Wunsch Arts Center; Ronald Ickes, client; Joseph Johnson, client; and Nina Cantrell, sculptress.



A highlight of the tour was the artist's willingness to share the use of her tools and the experience of sculpting with the clients.



Sculptress Nina Cantrell (l.), shows Ronald Ickes, client (r.) how her tools are used.

### A NEW COMMUNICATOR

A new communication aid for use by deaf-blind people has been developed in The Netherlands. The device, which translates alphabet letters into braille, makes it possible for a seeing person to communicate



with a deaf-blind person. Knowledge of braille is not required of the person sending messages with the device, but is necessary for the deaf-blind user.

The device has a standard typewriter keyboard and a braille display consisting of a perforated metal plate with raisable pins which can form nine braille characters. When a key on the standard keyboard is pressed, a corresponding braille character will be raised on the braille display. The deaf-blind user puts fingers on the display and can read a whole word, up to nine characters, at once.

Power supply for the device is 220 volts, 50 hertz. Dimensions are 38 by 25 by 6 centimeters; weight, 2.7 kilograms. Price is 2,500 Dutch florins, 737 pounds sterling, or approximately \$900.00 U.S.



dollars.

For further information, write:  
Mrs. Drs. Anneke Balder, Coordinator,  
"Stichting Doof-Blinden," P.O. Box 580,  
3500 An Utrecht, The Netherlands.

### COMMUNICATION BOOKS:

#### FUNCTIONAL AIDS TO INDEPENDENCE

by Deborah Harlin, instructor, Communications Learning Center, and Barbara Levittan, speech-language pathologist.

Within the last year, the staff in the Communications Learning Center at the Helen Keller National Center has noticed an increasing need among individuals who require an alternate or supplemental communication mode for expressing and/or receiving information. The majority of these individuals have no speech skills and limited reading and writing skills. Their sign language

abilities vary. In order to address the needs of these clients, it has become necessary to develop functional language tools - that is, communication books to aid in their ability to communicate with other people. These books can be used in the classroom, the work environment, at home, and in the community.

What is a communication book? It is a functional tool that is individualized to reflect the language levels and sensory needs of each client. The books can consist of picture-word pairs, basic written sight vocabulary, tactual objects, tactual written vocabulary (raised letters), or braille-print combinations.

When is this book used? It is used in situations to facilitate interaction between two people who may not have a similar form



of communication. For example, a deaf and visually impaired person who does not have speech or writing skills, can now indicate what he or she wants in a restaurant or store by pointing to a short phrase/picture in the book. The individual can communicate his or her needs without using an interpreter. The person is now able to become independent in areas where previously he had to rely on others.

How is a communication book made?

First, it is necessary to obtain information from the individual and significant others in his or her environment. It is important to know the person's likes and dislikes, wants and needs, and general interests. Next, it is important to consider the sensory needs as well as the language level in order to select an appropriate format. For

example, some individuals can understand large pictures. Others may need braille labels. The individual learns to use the book in the classroom as well as in the community. Each communication book is a looseleaf binder which consists of a coded table of contents, durable pages consisting of categorized material (for example, items found in a drug or food store, leisure time activities, feelings, medical/health issues, etc.), and directions for use with the public.

As mentioned earlier, the communication book reflects the individual needs of the person using it. In order to maintain the functional value of each book, it is essential to adapt the book to reflect the changing life experiences of the individual as well as the growth in his or her



communication abilities. It is also important to remember that this is a supplemental aid and not a replacement for the individual's primary mode of communication.

### LANDSCAPE FOR THE BLIND

by Lee Cain

(Reprinted with permission of THE CINCINNATI POST, Cincinnati, Ohio)

A sighted person can design and develop a seemingly wonderful garden for the blind that may miss the mark entirely. The test is whether a visually impaired person can "see" and enjoy the offering.

At this year's Cincinnati Home and Garden Show, which ran in March at the Albert B. Sabin Convention Center, 10 gardens teemed with collections of spectacular plants. Each had something that appealed to the



disabled - but the exhibit entered by Jay's Garden Center of Milford was designed to be shared with people who have impaired vision.

Was it a success?

Jay Jungclas found out when he invited Donna LePiors, a resident of Clovernook Home and School for the Blind, to "view" the landscape. Ms. LePiors, who is deaf as well as blind, recently completed a course in horticulture at the Helen Keller National Center.

As she entered the Convention Center her blue eyes widened. "I can smell hyacinths. I have a pot of them in my room," she said. "Every day I put an ice cube in the pot - it makes just enough water for the plants."

By the time that she had reached the second set of doors, she had detected many kinds of flowers and mulch.

Jungclas suggested he show her through his garden. When she felt the railing along the path, she told him she could go alone.

On the path, she touched tall plants along the way like dogwoods and pussy willows. Jungclas gave her a pot of moth orchids. She touched each blossom, noting that they were pretty enough but did not smell.

"I like the hyacinths, tulips, and pussy willows," she told the nurseryman, "because they smell so good."

A stainless steel sculpture that moved like a gyroscope and occasionally clanged together caught her attention. Ms. LePiors' fingers felt the sound vibrations as she touched each piece.

Ms. LePiors handled and smelled everything, including long strings of cypress



ulch.

The Cincinnati Zoo and Botanical Gardens is providing animals to hold and pet and their own volunteers to assist blind visitors. A radio reading service offers poetry and other tapes for those who wish to rest inside the garden.

Ms. LePiors indeed "saw" the Home and Garden Show. "Isn't it nice of Jay to fix that garden so we can all see it," she said. In her special way, Ms. LePiors seems to see more than most of us.

### DEEP IN THE HEART OF TEXAS

Folks at the Texas School for the Blind in Austin, Texas, are excited! The Deaf-Blind Department at the school is having its first graduation ceremony.

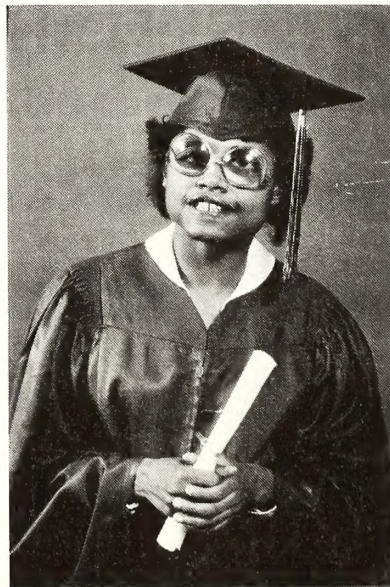


Saturday, May 16, 1987, is the red-lette day. At 2:00 p.m. Lee Coughran, Nisa Eller, Steve Ellis, Danny Gregory, Sharon Harris, and Patty Salazar will wear maroon and gold caps and gowns and receive diplomas from the Texas School for the Blind. After all, these six students have spent a total of 76 years at the school.

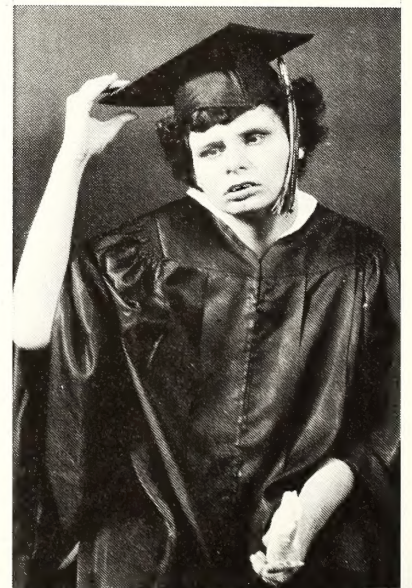
The ceremony will take place in the patio area of the new Deaf-Blind Educational Building.



Patty Salazar

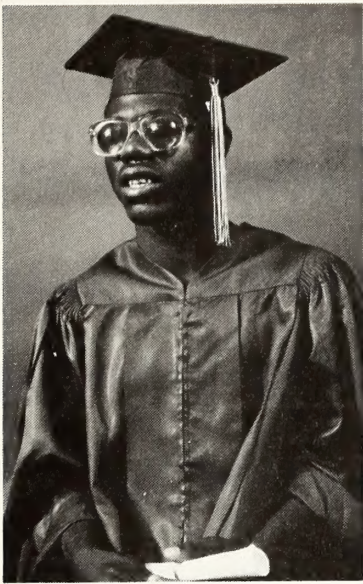


Sharon Harris

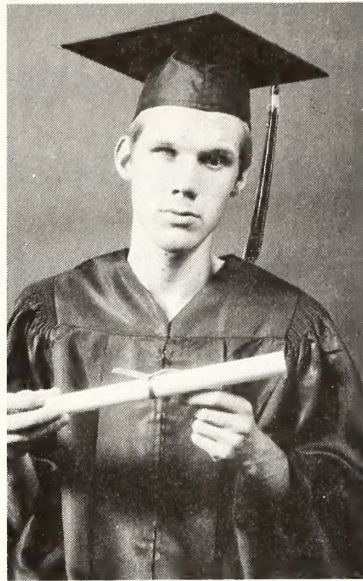


Nisa Eller

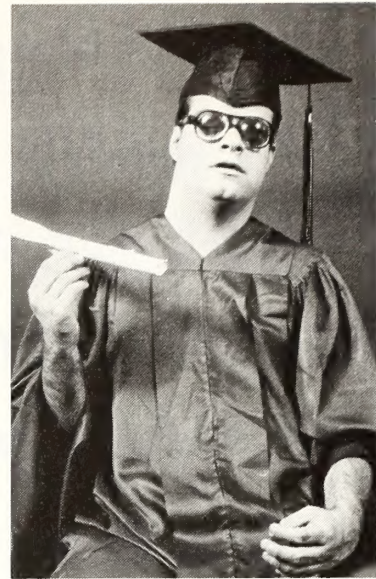




Steve Ellis



Danny Gregory



Lee Coughran

Ron Sawasky  
Photographer

This is a special event in more ways than one. The first graduation of deaf-blind students at the school is also the official Open House for the new facilities for education of deaf-blind people, and it will be a happy time to welcome and visit with former students and staff, families, and special friends of the Deaf-Blind Department for a reunion.

Graduation for these students is quite different than for high school students at



the Texas School for the Blind. Practice started months ahead of the big event. It's difficult for the girls to learn how to put on and wear pantyhose for the first time, and how to sit in a dress; and for the boys, wearing a tie and not flicking it is a new experience! Even shaking hands and holding the diploma requires practice, and it's hard to learn to tolerate that cap on your head!

Why is this all so important? "Just ask our moms and dads," the students say. "We're just as important as our brothers, sisters, and cousins. We've been in school for more years, but we also have important plans for our futures! This special day marks the end of our school days and the start of adult adventures. We'll do this for our families."



NEW DIRECTORY AVAILABLE

The Helen Keller National Center announces the publication of its revised **DIRECTORY OF AGENCIES AND ORGANIZATIONS SERVING DEAF-BLIND INDIVIDUALS, 1987**, which is designed as a resource and an aid to parents and professionals who are seeking services for deaf-blind individuals nationwide. The Directory includes federally funded and public and privately funded programs, and the listings appear alphabetically according to state, city, and name of agency.

The data includes director's name, geographical service area, eligibility requirements, age range of the population served, major services, communication modes, funding sources, and contact person. The Directory's three-ring binder permits the addition of updated material which will be

forwarded periodically to users.

To order, send \$10.00 payable to HKNC,  
to: Community Education Department, HKNC,  
111 Middle Neck Road, Sands Point, NY 11050  
(516) 944-8900 (voice and TDD).

A SPECIAL GUEST AT THE WHITE HOUSE

by Pat McDermott

(Editor's note: Janie Biell, whose story appears below, was a trainee at the Helen Keller National Center when the episode described occurred. Pat McDermott is Janie's mother.)

Janie was born profoundly deaf. She learned to talk and lip-read with our teaching under the guidance of the John Tracy Clinic in California. She completed two years of college; drove her own car; was



the first deaf person hired by Avco Corporation-Newport Beach; married; owned her own home; and was raising her three children, all of whom hear.

In 1984, she was diagnosed as having retinitis pigmentosa, an incurable eye disease, and told she would lose her eyesight. At that time she was asked what she would most want to see if she could go anywhere in the world. Without hesitation her response was Washington, D.C. She wanted to see all the historical buildings she had studied about in school.

On May 1, 1986, unbeknownst to Janie, I wrote to Nancy Reagan's personal secretary telling her of Janie's wish. I asked her to intercede for me to see if Janie could visit the White House and get a "glimpse" of the President and Mrs. Reagan.

Seven days later I received a call from Jane Erebeeck, personal secretary to Mrs. Reagan. She said, "Mrs. McDermott, I have received your letter and have shown it to Mrs. Reagan. On Saturday, May 24, 1987, Mrs. Reagan is having a tennis tournament at the White House and she would like you, your husband, and Janie to be her guests for the tournament that afternoon and a reception following in the White House." Well . . . I couldn't believe what I was hearing and in my excitement almost dropped the phone! Three days later we received engraved invitations, and May 22nd we were on our way to meet Janie at Kennedy Airport and then drive her to Washington, D.C.

On Saturday, May 24th - the big day - we taxied from our hotel to the East Gate of the White House where we were greeted by



friendly White House guards. We met Shirley, one of Mrs. Reagan's secretaries, who introduced us to a handsome young Marine Captain Tom Gilroy, who would be our guide for the day. He walked us toward the south lawn to a group of large, canape-covered tables where chips, dips, and soft drinks were being served.

There was excitement in the air as guests and celebrities began to arrive. Many of them were actors, actresses, Olympic gold medal winners, tennis stars and dignitaries.

As we enjoyed refreshments, surroundings and celebrities, Jack Cortamache, Mrs. Reagan's chief of staff, approached us saying he was happy we were able to be there and to let him know if there was anything we wanted. Ken Baron introduced himself as Mrs. Reagan's special projects chairman and proceeded to

tell us about the program and purpose of today's event, "Just Say No to Drugs for Little Children."

The tennis tournament began with four participants playing for twenty-minute intervals. There were little innuendos voiced from the audience, the players, master of ceremony, the judges, and the President - making it a very light, fun-filled afternoon.

At four o'clock the press and cameramen were allowed to come onto the court and the President and First Lady were escorted across the court. They passed in front of us, stepped up the right side of Janie, and were seated behind us! (Janie could lean on the President's knee during the tournament!) The expression on her face was priceless as she realized what had just occurred!

When the tournament ended, Mrs. Reagan



walked onto the court with Tom Selleck, the actor, to present trophies and talk about the "Just Say No" program. She then invited everyone "up to the house for refreshments."

We proceeded up the drive entering the White House lower level south entrance, then up the winding stairs to a circular landing where the President's band played dance music. Adjoining this half-circle room which looks out over the front entrance is a great hall carpeted in red. At one end of the hall is the East Room, and at the other end is the State Dining Room. In each of these rooms was a long buffet table laden with dinner from hors d'oeuvres through desserts. On the other side of the room was a buffet bar where waiters served a choice of cocktails, champagne, wine or mixed drinks.

A receiving line was forming in the Red

Room, one of three rooms off the center hall. As we entered the room we were asked to give our name to the officer as we wished to be introduced to the President and Mrs. Reagan. We met, exchanged a few words, and they said they hoped we were enjoying the day. We then followed the guests into dinner.

As our beautiful day was coming to a close, Jack Cortamache approached us to ask if we would come with him to the great hall near the elevator because the President and Mrs. Reagan wanted to say goodbye to us. While other guests were leaving, there we were with the President and First Lady thanking them for the wonderful time and they were telling us how happy they were that we were able to come.

At that moment I told the President this was Janie's 35th birthday, and how happy this



trip had made her. He turned to her again, exuberantly shook her hand, and wished her a happy birthday as Mrs. Reagan leaned forward and gave Janie a big hug. Janie's face turned the color of her red blouse, she was so taken with what they had done for her.



President Ronald Reagan and First Lady Nancy Reagan express birthday congratulations to Janie Biell (L.) as her mother, Pat McDermott proudly looks on.

Captain Gilroy was at our side to escort us out. My husband, Frank, remarked, "I hate to leave" as he turned to take one last look at the White House. Captain Gilroy heard him and, as he removed his hat and jacket, remarked, "Here, you take these, Mr. McDermott - and my place - and I'll leave with your wife and daughter!"

As we entered the taxi, we turned to wave goodbye to our fairy tale day and all the wonderful people who had helped make Janie's birthday the greatest ever and one she will never forget!

### HERE AND THERE

Congratulations are due to Mrs. Jerry Jamerson of Cumberland, Virginia, who this year has won seven first-place blue ribbons for her arts and crafts work at local fairs.



Most recently, Jerry, a former client of the Helen Keller National Center, took first place in a statewide competition in Virginia for a beautifully crocheted tablecloth! Jerry is well known in her home community and surrounding areas, where she often speaks to church, school, civic clubs, and other groups about her training at the Center, and the communication methods used by deaf-blind people.

\* \* \* \* \*

WORLD NEWS TODAY is a new braille magazine which will be appearing within the next few months. The magazine, using the latest developments in technology for braille production, will contain general news, recipes, advertisements, and general articles of interest, and will be sent on a weekly basis. Its contents will be similar to the format of regular printed newspapers, and the

plan is to get the news to braille readers as quickly as possible. Subscription rates are: fifty issues for one year - \$50.00; twenty-five issues for six months - \$25.00. For further information, write to: WORLD NEWS TODAY, P.O. Box 675, Alamo, California 94507 or telephone (415) 831-9679.

### WORTHY OF PRAISE

The Hadley School for the Blind, Winnetka, Illinois, is the only international correspondence school for the blind and visually impaired, with courses in many diverse subjects. Among its students have always been deaf-blind men and women taking various courses and interested in self-improvement.

This year Hadley announced that the recipient of the Richard Kinney Challenge of Living Award is Ruth Harriet Silver of



Milwaukee, Wisconsin. The award, named after Richard Kinney, the late president of Hadley who was himself deaf-blind, is given to a student who is deaf-blind and has shown outstanding academic achievement.

Ms. Silver, who at one time taught deaf-blind children at Perkins School for the Blind in Massachusetts, is blind and uses hearing aids, without which she is practically deaf. She is currently the director of the Center for Deaf-Blind Persons in Milwaukee, which she helped to organize.



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NAT-CENT NEWS

HELEN KELLER NATIONAL CENTER  
FOR DEAF-BLIND  
YOUTHS AND ADULTS  
111 Middle Neck Road  
Sands Point, NY 11050

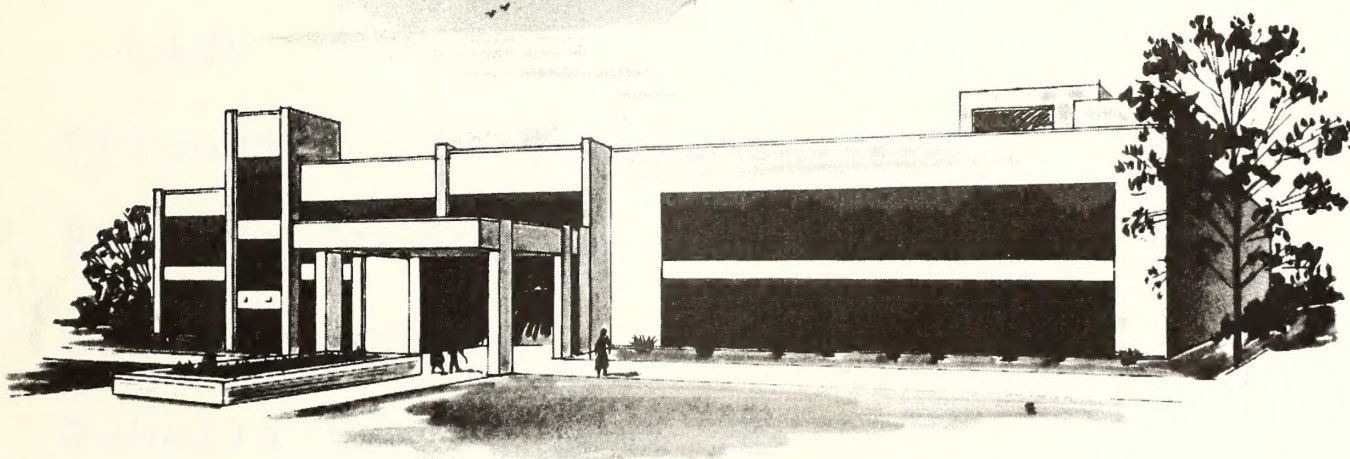
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# *NAT-CENT NEWS*



Published 3 times a year by:

**Helen Keller National Center for Deaf-Blind Youths and Adults**

**111 Middle Neck Rd.**

**Sands Point, N.Y. 11050**

**Tel.: Area Code 516-944-8900**

**Operated by Helen Keller Services for the Blind**

**EDITOR — ROBERT J. SMITHDAS, L.H.D., Litt. D., L.H.D.**

**Vol. 18 No. 1  
September 1987**

**The activities of the Helen Keller National Center for Deaf-Blind Youths and Adults reported herein were supported by funds from the U.S. Department of Education, Office of Special Education and Rehabilitation Services. However, the opinions or policies expressed herein do not necessarily reflect those of the U.S. Department of Education.**



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EDITORIALLEST WE FORGET

by Robert J. Smithdas, LHD, Litt.D, LHD

Years ago, while I was serving as associate director of Services for the Deaf-Blind at The Industrial Home for the Blind, I had an elderly man as a client who had a remarkable talent for identifying people readily by touch. Orris had been totally deaf and blind most of his life, but he rarely failed to identify a person simply by feeling the hand that was offered to him. Many of his friends tried to confuse him by altering the way they spelled, or by using their other hand, but he would merely rub their hands between his fingers and then spell out the correct name.

Orris definitely had a unique ability but it is not one shared in common with most deaf-blind individuals.

Over the years, many deaf-blind people have expressed their annoyance and dislike of having to guess the identities of others who ask, "Guess who this is?" They point out that such guessing games are for children, and that they, as adults, should not have to participate in them. One deaf-blind friend has commented: "Expecting me to guess the identity of someone plays on my disabilities - and I'm an individual, too."

The remedy to this situation is a simple one: identify yourself to your deaf-blind friends. Use a name sign or a special gesture that is easily recognized.

Equally important is the need to communicate with deaf-blind individuals directly. If one has the essential communication skills for conversing with a deaf-blind person, there is no valid excuse for using



a third person to relay information to a deaf-blind person. Communicating directly establishes a sense of warmth and personal intimacy that lessens the deaf-blind individuals' sense of isolation, revitalizing their belief that they are still part of the world they live in and function as distinct personalities of their own.

Every individual has a sense of his/her own dignity as a human being. Deaf-blind people are no exception, and we can provide that extra uplift to the spirit by a simple sign or gesture, or a few direct, personal words that break through the barrier of isolation.

### REFLECTED GLORY

On July 3, 1987, at its annual awards banquet, the American Association of the Deaf-Blind presented its John J. Murphey

Award for outstanding service as a volunteer for the deaf-blind to our own Linda Ann Stillman. The award, named after the late "Jack" Murphey, who was himself deaf-blind and much loved by his colleagues and friends, is given annually to an outstanding individual who has given dedicated service as a volunteer to the deaf-blind population.

Linda Stillman, who is a member of the HKSB Board of Trustees, has been a volunteer worker at the Helen Keller National Center for more than a decade. She is a certified braille transcriber who has turned out thousands of pages of braille for the Center's staff and clients. In addition, she organized the Center's braille office, and is now working as a volunteer interpreter for Michelle Smithdas, who is currently



in the Master's degree program at Columbia University.

Before coming to the Helen Keller National Center, Linda was involved in many volunteer activities, including the establishment of Meals on Wheels, a program which supplies hot meals for the elderly and home-bound.



Linda Stillman shows Robert J. Smithdas, assistant director of the Helen Keller National Center, the 1987 John J. Murphey Award.



Accepting the award, Mrs. Stillman said: "We all search for life's work that is useful and meaningful. My volunteer work has fulfilled this quest."

"My participation at the Helen Keller National Center has brought me not only a real sense of satisfaction, but a warm and deep friendship with people I really care about. I look forward to continuing my efforts at the Center to ensure they reflect the needs and desires of those who are deaf-blind."

### FIELD NOTES

By Jules Cote', Associate Director

Last May, the Helen Keller National Center sponsored a one-week training meeting for its field services personnel. The meeting was attended by the Center's regional representatives and twenty-one affiliates.



Highlights of the meeting included a presentation by Mr. James Henson of Kentucky on "A Statewide Approach to Comprehensive Services"; Dr. Bernadette Kappen, from Philadelphia, whose topic was "Overbrook School's Community-Based Program"; and Mitchell Turbin, from Seattle, who discussed "Psychological Implications of Usher's Syndrome II." On Friday, the last day, Mr. Jack Franchetti, "Voice of the New York Mets" baseball club, presented a half-day workshop on "Becoming a More Effective Speaker."

In the last issue of NAT-CENT NEWS it was mentioned that some states wanted their specialists in services to the deaf-blind to participate in the Center's affiliate program. We are pleased to announce that Florida's Department of Education, Division of Blind Services, is now part of the

affiliate network. Their specialist is Mr. Mondí Azpeitia, and he will participate as a member of the Center's network of service provision.

To provide more service to deaf-blind persons, we are adding two new regional representatives to the Center's field staff. One will be assigned to the Seattle office to work with the large number of deaf-blind persons in the Seattle and Portland areas; the other will be located in the Atlanta, Georgia, office which serves eight states where there has been an increase in direct service activities. Another person will be added to field services who will serve as a resource specialist to work with elderly deaf-blind individuals.

The Center's affiliate program has seen many additions, and we are planning



to hire specialists in Arkansas, Hawaii, Massachusetts, and at the Alabama School for the Deaf and Blind. Currently we have a new affiliate in Chicago, the Center for Rehabilitation and Training of the Disabled, and HKNC has entered into a contract with Mississippi State University to develop a new data base for its national register.

THE JOY OF ART  
FOUND BY TOUCH

by Barbara Delatiner

(Reprinted with permission of THE NEW YORK TIMES, New York, NY.)

Alfred Van Loen was worried. Although thousands of people have trekked through the sculptor's meandering Huntington Station studio, this day was different. Mr. Van Loen was expecting a visit from residents of the

Helen Keller National Center for Deaf-Blind Youths and Adults.

He had considerable experience working with autistic children, he pointed out.

"Art is a wonderful way to break through," he said. But how, he wondered, could he reach out to visitors who could neither see his work nor hear him talk about it?

Minutes after the arrival of the van from the Sands Point Center - the only federally financed program in the country devoted to the rehabilitation and training of deaf-blind people - Mr. Van Loen discovered what two other sculptors, Nina Cantrell of Port Washington and Katie Seiden of Sea Cliff, had previously learned. At the request of the Council for the Arts on the North Shore, which originated the program, they too, had opened their studios to HKNC clients, as the staff calls them, and, Ms. Seiden said,



had found that sculpture was the ideal artistic experience for such people.

"Most sighted people look at sculpture and then go right by," she said. "But sculpture is meant to be touched. And since the HKNC clients can't see and can't hear, one of the senses they have left is the sense of touch. Watching them with my work - feeling the materials, responding to the humor in my use of discarded objects, and reacting to a new way of exploring things because they, even more than most people, are locked into what they can imagine - was marvelous.

"They learn by feeling, and if I could enrich their lives, help open their imaginations and philosophically, perhaps because I do use things that others throw away, show them how things that have no apparent value have value in new form, then the visit was



worthwhile. Besides, it's just fun to go to an artist's studio."



Client, Joe Ann Jackson, explores sculpture donated by artist Katie Seiden to the Helen Keller National Center.

"It was to provide the HKNC clients with an opportunity to have fun and also expand their creative horizons that the council, based at the Wunsch Arts Center in



Glen Cove, began the program," said Otto Peter Erbar Jr., its executive director.

"I was walking through our Sabbath Art Gallery during a recent sculpture show," he said, "quite unconsciously running my hand over a stone bird without seeing it, but knowing it was a bird, when I realized what a great project this would be. To tell people, usually told not to touch art, to go ahead and touch, and especially to make that experience available to people who are blind and are so suited for it. That's what an arts council's supposed to do - make arts opportunities available to people who otherwise would not have them."

"And with us acting as middlemen," said Mary T. Campbell, the director of the Sabbath Art Gallery, "we essentially set up a model for others to follow - for other

organizations, museums, and galleries - to provide for the people who are handicapped."

"From the Helen Keller Center's point of view, the sculpture program was important in several ways," said Barbara Hausman, a spokeswoman. "It provided an opportunity for the community and the clients to have some contact; to give the public information about the world of deaf-blind people.

"With more visability comes more understanding," she said. "Such activities also give the clients a sense of experiencing the world. They come to us from usually isolated, sedentary lives, and any exposure to the outside is meaningful. Naturally, it's a valuable learning experience that adds to our creative arts program. All clients - and we can accommodate 50 who stay for an average of a year - take creative



arts, both as a therapeutic outlet and to provide leisure-time activities. And don't forget the pure joy involved in using the senses - the joy of feeling roundness, the sensation of feeling cold marble or grained wood. We get joy from experiencing art, and so do they, in their own way."

In the two hours that the four visitors, whose ages ranged from mid-20's to mid-40's, spent at the Van Loen studio, all those elements came together. They were accompanied by three staff members who served as interpreters by fingerspelling into their palms or using sign language for those with limited vision.

Unbridled joy at discovery, exclamations of pleasure (sometimes expressed only through laughter by people who could not speak), and silent acknowledgement of understanding were apparent as Christopher

Cook, Helen McIntee, Joe Ann Jackson, and Krissy Carbone made their way through the sculpture garden, indoor workrooms, and informal gallery, "experiencing" Mr. Van Loen's sculpture in stone, wood, and Lucite.

The fun experienced by Ms. Jackson and Mrs. McIntee was obvious. They swung on the trunk of a massive "Echo Elephant Swing" that Mr. Van Loen had created years ago for his children, let the water that spurted from his abstract hammered-brass fountain trickle through their outstretched fingers, and touched every piece intently to feel the texture and define the form.

A large wooden "Fertility Goddess" was particularly mirth-provoking. "It's got 19 bosoms," Mrs. McIntee said. "Wow."

"It feels like a cow must feel," Ms. Jackson said with a laugh. "I'm glad I'm



not like that."

For Miss Carbone, who has cerebral palsy as well as being deaf and legally blind, it was a matter of absorbing new concepts. As she went from sculpture to sculpture, thoughtfully examining each, she told her guide that that particular medium would be her next venture in class.

"She's determined to do everything," said Madeline Cohen, a Creative Arts senior instructor at the Center.

Mr. Cook, who suffers from a disease that has progressively made him completely blind and deaf (he does speak because the illness had its onset in adolescence), was perhaps the most serious "potential" sculptor. He has worked in clay since he was a teen-ager, and, he said, would like to make his living "making and selling sculpture."

"The studio visits have been especially profound for him," said Ann Morales, another Creative Arts instructor at the Center. "He is such a private person and one of the few times he expresses himself is in Creative Arts."

"Being exposed to abstract as well as realistic forms is helping his growth process," she said. "He's beginning to express himself more symbolically. He's getting looser, emotionally as well as artistically. And where a few months ago he might have done a self-portrait true to form by actually recreating his features, now I think he'll be more expressive. This program has really reached him."

By the end of the visit, it had also reached the initially nervous Mr. Van Loen, who was impressed by being able to affect people through "pure art, medium and form."



The experience, he said, was "absolutely heart-warming."

"Watching people in the throes of discovering something, seeing the expressions on their faces, the pleasure they got in a purely emotional way, was remarkable," he said. "I don't think my work has ever been seen this way before, and it's terribly gratifying."

#### SPECIAL GRANT OFFERS ASSISTANCE

Could your deaf-blind clients use TeleBraille equipment? They may qualify for a partial subsidy through the Electronic Aids program at Associated Services for the Blind. The TeleBraille - like the Optacon, the VersaBraille, and some computer devices - can provide vital access to information for blind and deaf-blind users. But the cost of these devices puts them out of reach for

many of the people who need them most.

Fortunately, we have received funding this year to provide about half the purchase price of a TeleBraille to a small group of qualified users. Of course, our funding is not enough to solve everyone's equipment-related financial problems, but we expect to help between 50 and 60 blind and deaf-blind buyers this year. We're seeking serious, self-motivated, aspiring users who have a well focused plan to put a TeleBraille to work in specific situations - for employment, education, or just fundamental personal independence. If this sounds like someone you know, please encourage your clients to apply. Write to Electronic Aids Program, Associated Services for the Blind, 919 Walnut Street, Philadelphia, PA 19107 for applications in both print and braille.



TELEVISION ACCESS FOR THE DEAF-BLIND

By Linda Anderson, Research Associate

For those who are hearing impaired, participation in an American pastime, television watching, requires a little technical assistance. The technology of closed captioning of programs has made TV access more enjoyable and meaningful for the hearing impaired. Closed captions are transmitted at the same time as the TV signals. With a small device called a decoder, one is able to read these signals on a television set. Speech and sounds of television appear on the TV screen as subtitles. Closed captioning of public television began in 1980 with 16 hours of air time; today more than 130 hours of TV time each week are broadcast with closed captioning. However, until recently, if a person was both deaf and blind, accessing TV captions was still

a problem.

Daniel Hinton, a communications engineer, believed that this problem could be solved. Mr. Hinton works for Scientific Applications International Corporation (SAIC). He felt the advanced technology available today could be applied to solve some of the problems of deaf-blind people. He knew that being deaf-blind could mean the need to get an interpreter for the Super Bowl or World Series, or having to ask a friend what the weather would be for the day. Though newspapers and magazines provide good information and variety, they are often received too late to satisfy a reader's curiosity. So Mr. Hinton designed a device to access TV closed captions for deaf-blind individuals - the Braille Telecaption System.

Currently, there are two systems that



have been built. One provides the TV caption in braille, while the other displays them in large print. The braille system uses a TeleCaption II decoder, a Commodore 64 personal computer, and a braille communication device. The Helen Keller National Center chose to use the TeleBraille device. In some states deaf-blind consumers can borrow a TeleBraille from the telephone company without charge. However, other braille devices such as the VersaBraille and the Microbrailler can also be used with the Braille TeleCaption System. TV signals are picked up by the decoder, sent to the computer, and changed to the signals for a TDD call. The braille communication device can then pick up the message and display it in Grade One braille.

The second system displays large-print



captions on a computer screen. This system uses a decoder and an IBM personal computer. It allows a person to save a TV show on a computer disk so that it can be read later. It also lets one send the information to a printer in case a paper copy of the show is wanted.



HKNC client, Joe Johnson, reads a closed-captioned television broadcast in braille.





A bold print copy of the closed-captioned broadcast is seen on an IBM computer.

Both systems let users control the speed of reading. Beginning braille students at the Center appreciated this feature, since electronic braille can be very fast, and feels different from paper braille. Sometimes a spoken TV show is just too fast to be enjoyed at a leisurely pace.

The Helen Keller National Center has been working with Daniel Hinton and his



research project since September, 1986.

Deborah Harlin, a communications instructor, and this writer have been working with deaf-blind people who are in training at the Center on how to use these new systems. We have also demonstrated both systems at national meetings and conferences in New York, Chicago, Seattle, and Sante Fe.

Watching television is a pastime that entertains and keeps us informed about changes in the world. It provides topics of common interest for us to talk about with friends and family. Television is an important source of general information. Captioning of TV shows provides exposure to English language models, idioms, and new vocabulary. With the Braille TeleCaption System, the pleasure and education offered by television are now available to people who are deaf-blind.



If you are interested in obtaining further information about the Braille Tele-Caption System, please contact Linda Anderson or Deborah Harlin at the Helen Keller National Center.

EXCEPTIONAL IS THE WORD FOR THIS LADY

How can a person who is both blind and deaf have a positive outlook? The answer is difficult, but Sherry Cardell comes close to meeting that criteria.

Sherry - that's what she wants to be called - resides in Little Rock, Arkansas. She tends her apartment herself, cooks her meals, and maintains relationships with friends and associates.

How does she do all these things, being unable to see or hear?

To answer that question you have to be around Sherry. She is an individual who

strives for independence and is appreciative of any favor.

Not only is Sherry without sight or hearing, she also has multiple sclerosis and spends much of the daytime in a wheelchair. Still, thanks to the Office for the Deaf and Hearing Impaired (ODHI) and her own valiant efforts, she keeps in touch with others and reads - yes reads!

Two high technology systems located in her apartment enable her to do these things. One involves a TDD (a telephone device for the deaf) and a TeleBraille. The other is an Optacon (optical-to-tactile-converter).

With the TDD, which has a typewriter-like keyboard, a visual display, and a modem, Sherry can type out a message on the keyboard. The person to whom she corresponds must also have a TDD and can type out a response to the message. Being blind,



however, Sherry cannot read the return message except with the TeleBraille. The unit has a braille console that translates the message which appears on the TDD visual display into electronically controlled braille, which Sherry can read.

She can use the system either with a telephone, or in face-to-face conversation with a person unable to use finger and hand communications.

The second system Sherry uses, the Optacon, is a compact, portable reading aid for a blind person. The system, about the size of a textbook and weighing less than two pounds, works by converting a printed image into a tactile image that a blind person can feel with one finger.

According to the manufacturer, after a period of training and practice, a blind person can use the system to read ordinary

books, magazines, newspapers and other printed materials.

Sherry, of course, is justifiably proud of the two systems, which were purchased for her by ODHI. A measure of their value to her is that now she wants to enter the University of Arkansas at Little Rock and study writing.

Perhaps a printed motto that hangs in Sherry's apartment sums up her view of life. It says, "The sensitivity of a friend can remove today's grievances."

FRIENDS? YOU BETCHA

by Jack Lewis

(Reprinted with permission of THE SCRANTONIAN, Scranton, PA)

(The following article is about Nathan Kessler, a former client of the Helen Keller National Center.)

As they frequently say in the newsroom,



an interesting story possibility came across my desk the other day which I decided to pursue, hoping you'll enjoy it too. If there is a moral to this story it has to be "count your blessings."

My new friend is Nathan Kessler, a one-time upholstery craftsman who lives alone at Lutherwood Apartments across from Lake Scranton. He keeps busy in retirement doing crafts, meeting and enjoying people, and playing scrabble or crossword games. He's a terror - beats all the competition! He's a clever word juggler.

June 21, 1987 is an important date for Nathan. It's the start of Deaf-Blind Awareness Week. You see, folks, Nate Kessler is deaf and legally blind, a victim of retinitis pigmentosa (RP) since birth. He does have a little tunnel vision and has undergone eye surgery.

At 61, Nate is an amazing, intelligent man. He has a sensational outlook on life.

Let Nate's nephew, Mark Berger, tell you about his uncle: "He sits around and smiles constantly. My friends enjoy being with him. They like his company, his upbeat conversation. They talk to Uncle Nate by spelling out letters in the palm of his hands."

By his own words, Nate says braille remains his first love. "It has been a boon to me."

A bachelor, Uncle Nate gets along just fine with meals. Every morning, except weekends, a Meals on Wheels volunteer delivers soup and fruit from the kitchen of a nearby nursing home. "It's a dairy meal at lunch and a meat meal at dinner. When the meal is marked hot, I put it in my broiler. When it's marked cold, I eat



it," Nate said in his note to me.

Listen to this enjoyable guy, will you? "It's so easy for me to cook. I depend on memory, touch, smell, and a little tunnel vision."

Uncle Nate like to perk up his life with an occasional passenger ride on Mark's big Honda. A spin to Mt. Cobb is his favorite.

Nate attended the Pennsylvania School for the Deaf in Philadelphia, graduating in 1945. He did well in the upholstery craft, including operating his own shop until 11 years ago when RP placed him in an unwilling retirement.

He's a big booster of schools for the deaf and blind and state and local blind associations. He attended the Helen Keller National Center in Sands Point, NY; craft

classes at the blind association, and is a member of the Pennsylvania Council of the Blind. He attends meetings with the help of an interpreter who spells words on Nate's hand. "It's easy to understand," Nate said in his note to me.

Nate uses some computerized machines for the deaf, including a teletype, pocket buzzer, and transmitter. Actually, it's his personality that really keeps open his communication lines with people.

Thanks for introducing yourself, Nate. Count me in as another friend.

SHE HAS THINGS TO LIVE FOR

by Heather Reed (Reprinted with permission of the Natchez Democrat, Natchez, MI)

Earldean Harden, deaf, legally blind, and partially paralyzed, cannot smile, but her laugh explains how happy she is. "I



have things to live for," Miss Harden wrote on a sheet of paper. "It's hard, but sometimes I just ignore, go on and do other things. I may just sit and look. I have to accept the way I am."

A once healthy, happy college freshman, Miss Harden is a victim of von Recklinghausen's Disease, a hereditary disorder that produces spots and tumors on the skin and tumors on the nerves and bones.

Her mother, Linda Harden, said that when she was in high school, she lost about 80 percent of her hearing and had headaches, but doctors could not figure out what was wrong. Finally, von Recklinghausen's Disease was diagnosed. Miss Harden had a tumor wrapped around her brain stem, and doctors said that she would have a 5 percent chance of living if it were removed and no chance if it were not.

Tumors had also grown on Miss Harden's optic and auditory nerves. The surgery left her totally deaf and paralyzed, and doctors said she would never walk again, but Miss Harden proved them wrong. "I can't walk so good. When I bump into children, I get mad," Miss Harden said, with a bit of a chuckle. But she can walk. Miss Harden's face and throat remain paralyzed. Because she cannot blink, she has two stitches in each eyelid to help protect her eyes. Her poor vision cannot be corrected by glasses.

Miss Harden, 28, was majoring in business administration at Jackson State University before the disease struck. She is one of 10 children, and she said that business and family are still two of her main goals in life. "I want a family - someone to care for and to take care of." she said.



Miss Harden spends her days helping her mother around the house by cleaning, cooking, ironing clothes, and making beds. She also sews sometimes, but not as much as she did before her disease struck because she no longer has the patience.

The biggest problem she's had since becoming deaf-blind is communicating with others. "I can't talk to people like I used to. A lot of people I used to talk to I can't because they don't do this," she said, moving her hands in sign language. Miss Harden is often left out of conversations because people will not take the time to tell her in sign language what everyone is talking about. "I want them to talk so I'll understand," she said.

"When I was hearing, I used to do more things. I used to like to play games, but now people don't have time to explain."

Miss Harden said she wants to be treated just like anyone else. At the same time, she says, people should realize she has limits to what she can do. "I have my limits. All of us do. I just have different limits," she said.

People often stare at Miss Harden, and that bothers her. She would rather have someone come up and ask her about her handicap than have them stare at her.

Because she began life as an outgoing person, Miss Harden has been able to overcome some of her communication problems. "It isn't hard for me to make friends, but I thought it would be," she said. She still enjoys meeting people, especially when they can converse with her in sign language.

Miss Harden remembers the despair she felt before adjusting to her handicap. I thought everything was finished until I



started going to these special schools.

Last year, she made a trip to New York to the Helen Keller National Center. She was introduced to various equipment for deaf-blind people such as an alarm clock that vibrates instead of rings. During her eight-month stay in New York, Miss Harden worked in a bank sorting coins and in a library sorting cards for the card catalog. She lived by herself in an apartment on the school grounds, and although she had someone help her shop, she did all of her own cooking and cleaning. "I got a chance to learn about living by myself."

Miss Harden can wake up by herself, fix her breakfast, get ready for work and clean up, but she is worn out after she does that because she lacks endurance, said her counselor, Susan Smither, from the Mississippi Vocational Rehabilitation

Agency for the Blind in Natchez. For this reason, she needs a roommate - not someone to take care of her, but someone to help with the day-to-day chores.

In August, Miss Harden will begin a training program at Royal Maid in Hazelhurst. Royal Maid is a company that makes such things as mops, brooms, plastic ware, and military equipment such as camouflage jackets. Miss Harden either will live in an apartment with a roommate or in the group home there.

Because of her experience, Miss Harden now can do many things on her own. After her stay at the Helen Keller National Center, Miss Harden flew home by herself. She has her own money, and when someone takes her into town, she can do her own shopping.

"I can't see some things. When I go



shopping to town, when I am looking for things, it gets confusing," she said. Miss Harden has endured the sometimes painful trials of her handicap, but realizing she can overcome them is very important to her.

"A lot of things hurt me. I feel like crying, but I don't stay down. I guess it's self-love," she wrote.

### SPECIAL NOTICE

The Tactile Speech Indicator (TSI) is now available for \$25.00 each, prepaid, which includes shipping and handling. For further information or purchase, contact Greg Verity, 53 Haven Avenue, Port Washington, New York 11050.

RUBELLA BABIES GROW UP

by Michelle Slatalla

(Reprinted with permission of NEWSDAY, NY)

In the bank, Sharon Brown is the only customer who holds a magnifying glass an inch above a deposit slip, the only account holder whose nose touches the glass as she painstakingly signs her name. In the post office, she is the only one in line who has a picture book open to an illustration of a stamp, the only person who points to the picture when the clerk asks her what she wants to buy.

Sharon Brown is deaf. She is legally blind. She cannot talk. The disabilities that set her apart are the legacy of a disease that struck her mother during pregnancy. Brown was one of 20,000 American infants born with birth defects in the mid-1960s in the wake of a two-year epidemic



of rubella (German measles) that caused about 12.5 million cases of the disease. Now, at 21, Brown has learned to communicate through sign language and is one of nine "rubella kids" who live and work at the Helen Keller National Center in Sands Point. In the next year, these rubella kids - and thousands like them around the country - will be ready to leave the protected environments of special schools, ready to get jobs and live in group homes with other disabled young adults.

But because so many deaf and blind and retarded babies were born in such a short time as a result of the epidemic, the rubella kids have created what experts call a "bulge" in the system - a sudden, big increase in the number of people who need placement in group homes. And the system

is having a hard time absorbing the bulge.

In 1965, when Bea Brown told a doctor about the raised spots on her face, the doctor said not to worry about a few bumps. The rash went away in a few days. But what Bea Brown's doctor had not realized was that the bumps were symptoms of rubella, a virus whose effects in nonpregnant people are mild: a slight fever, a red rash that lasts a few days, and mild swelling of lymph glands. But Bea Brown was pregnant. And in a pregnant woman, the virus crosses the placenta and attacks the fetus, according to Dr. Stephen Cochi of the Center for Disease Control in Atlanta. It can interfere with development of the baby's organs and cause an array of congenital defects, including deafness, blindness, retardation, heart defects, and diabetes.



There was no vaccine to protect pregnant women against rubella until 1969, and Bea Brown was one of 12.5 million Americans who came down with the disease during the epidemic of 1965 and 1966. About 11,000 of the pregnant women who got rubella miscarried or underwent therapeutic abortions. Some others were luckier; they had healthy babies despite the virus. Bea Brown wasn't lucky.

About two months after her daughter, Sharon, was born, Bea Brown took the baby to the pediatrician for a routine checkup. The doctor clapped his hands to test the baby's hearing. Sharon did not respond. He clapped again. No reaction. He clapped again. And that was when Bea Brown knew that rubella had harmed her baby. "I went to pieces in his office. I'll never forget.

I didn't know what to do or where to turn," remembers Bea Brown, who lives in New Rochelle, NY.

The pediatrician called Dr. Louis Cooper, a Manhattan physician who had recently organized the Rubella Project, which has grown since then from a laboratory group trying to develop a vaccine into an interdisciplinary program at St. Luke's-Roosevelt Hospital Center that refers patients to existing services and helps expand the scope of educational and health programs for rubella kids. Still an infant, Sharon became one of the 1,000 rubella kids whom the program would track for almost 23 years. She went on to school for 16 years at the New York Institute for the Education of the Blind in the Bronx. From there, she went to the Helen Keller National Center last September.



The transition from one school to another was smooth, and Sharon Brown's progress was charted along the way by a variety of social workers, teachers and counselors. The system was designed to give rubella kids the best education available. "When they're school-aged, it's simple; they're the direct responsibility of the local school district, and if local districts or BOCES programs can't meet the needs, a child can be placed in a private program" said Douglas Bailey of the State Department of Education's Office for the Education of Children With Handicapping Conditions.

But Sharon Brown is no longer school-aged. Her next transition may not be smooth. When her two-year training program at the Helen Keller National Center ends in September,

1988, she will need somewhere to work and live. A job should be no problem. She is learning to be a dishwasher - washing the lunch dishes in the Center's cafeteria. Every day, she scrapes and cleans about 50 plates, taking the thick dishes off the plastic trays, spraying both with steaming hot water, and pushing them along into the automatic dishwasher. Wearing white pants, a smock and hairnet, Brown moves almost as efficiently as a machine. But machines don't hum quietly to themselves and machines don't grin when they are praised by their supervisors. Brown's supervisors say she is a good enough dishwasher to get a job at a school or hospital cafeteria when she is done with her training.

But finding housing is a different story. "It would be wonderful to have lots



of group homes where the rubella clients could find a peer group in the outside world," said Gay Alexander, a counselor at the Center. "We rarely recommend that an individual go back home; at home there's a natural tendency to be overprotective of these children and they're naturally going to regress. If somebody is going to cook and clean for me, you'd better believe I'll sit back and let them. So will our clients. So we really encourage some kind of living where they can be more independent." But group homes are far outnumbered by the people who want to live in them. "Unfortunately, the realistic thing is that the only time beds become available is when someone dies." Alexander said. "There's no separate residence just for deaf-blind clients that I know about on

Long Island, and the problem seems to be getting worse."

There's a simple reason for the temporarily worsening shortage of available beds in group homes. Little advance planning was done for the day when the children of the rubella bulge would become adults and "age out" of the educational system. Like thousands of other disabled people nationwide, the rubella kids are being placed on waiting lists for a very limited supply of supervised day programs and living arrangements. In New York, 400 kids already have aged out. According to the State Department of Education, there are another 100 rubella kids - mostly in the metropolitan and Long Island area - under 21.

There aren't enough programs or residential beds to absorb the bulge. The



education department has agreed to allow a few rubella kids to remain an extra few months in a school setting while suitable residential placement is sought. But that kind of "transitional" solution isn't popular with educators because it means that space is taken up that could be filled by students under 21, Bailey said. "Right this minute, there isn't enough space, but there is a plan," said Lou Ganim, from the State Office of Mental Retardation and Developmental Disabilities. He said about 17,000 beds exist in group homes in the state. "There's definitely a gap. The need is so great and it's a need that this state has only been addressing for a decade."

Ganim said the state will create 2,000 beds for developmentally disabled clients this year, some of which could be

occupied by rubella kids, and another 1,600 beds each year to 1991. "By 1991, we will be in pretty good shape," he said.

"By 1991? What about now? They knew these kids existed and nobody ever faced the fact that someday they would be adults," said Valerie Dwork, whose daughter, Krissy Carbone, also attends the Helen Keller National Center. "We've spent years training these kids and now we don't have any guarantee that there's anywhere for them to go. If these kids come home and close the door on everything we've taught them, their lives are going to be over. Then what?"

In addition to being deaf and legally blind, Carbone has cerebral palsy and walks with crutches. She has been guaranteed placement at the United Cerebral Palsy residential facility in Buffalo when she finishes



the Center's program. But to Carbone's mother, who lives in Hicksville, Buffalo seems a long way from Long Island. "She's been raised on Long Island, went to school in this area, and yet she has absolutely no projection for residential placement here," Dwork said. "She has family, friends, people who love her on Long Island. Suddenly everything I felt when she was born I'm feeling all over again. Nobody seems to care that we put 22 years of effort into this person and we don't want to lose her."

But there's little hope of placement in the metropolitan area, where the group homes that exist are full. Many of them are not equipped with the special features that deaf-blind residents need: a one-story floor plan so they don't have to navigate stairs; bright lights that flash to alert

residents to fire alarms; a round-the-clock supervisor who knows sign language; wall alarms that vibrate instead of making noise to alert a resident that someone outside is knocking.

Those were some of the items on a wish list drawn up during a recent meeting of parents of the nine rubella kids who are at the Helen Keller National Center. They talked about what will become of the children who have become adults so quickly. "We miss having Sharon with us, but we know a group home would be better for her," Bea Brown said, looking around the room at the earnest, worried faces that mirrored her expression. "The question is, where will we put her? What's going to be available in the area?"

Another group of parents decided to



meet their needs themselves. Advocates for Services for the Blind Multiply Handicapped, based in New York City, plans to build a group home in Canarsie to house 12 people, mostly rubella kids with multiple handicaps. The group also hopes to purchase a two-family house for 16 residents in the Riverdale section of the Bronx, said Rosemary Yostpille, the group's corresponding secretary. "If you're just deaf-blind and you don't have retardation, you can be trained to live on your own," said Yostpille, whose multiply disabled son, Joseph, just turned 20. "But most of these rubella children are dependent people. They have multiple problems. Nobody knew the potential of these children when they were born and nobody planned where they would eventually live. There's no law that will keep your

child from sitting at home and rotting forever."

The group would like to sponsor more homes for disabled residents, Yostpille said. But the process is time-consuming and neighbors often fight to keep the residences out. "I don't even want to tell you the address of the Riverdale house because we're about to close the sale," Yostpille said. "In Canarsie, the community planning board voted us down at first. Finally the state ruled in our favor. It's not easy."

The group's homes will accommodate the children of the parents who did the planning. But there will be no room in either of these two new residences for Krissy Carbone or Sharon Brown.



SAWDUST IN THE AIR

by Stephen Zembrusky, instructor's aide,  
Industrial Arts Department

The Industrial Arts Department of the Helen Keller National Center started a fledgling woodshop in its vocational building on March 2, 1987. The program, designed to increase and develop manual skills and creative interests for the Center's trainees, could lead to later employment in woodworking, or provide genuine satisfaction as a leisure time activity.

At present, there are six clients working in the program. Each client receives one-on-one instruction in building his or her individual project. Depending upon the needs of each project, clients are given opportunity to experience and learn the use of hand tools, portable power tools, and heavy-duty woodworking machines.



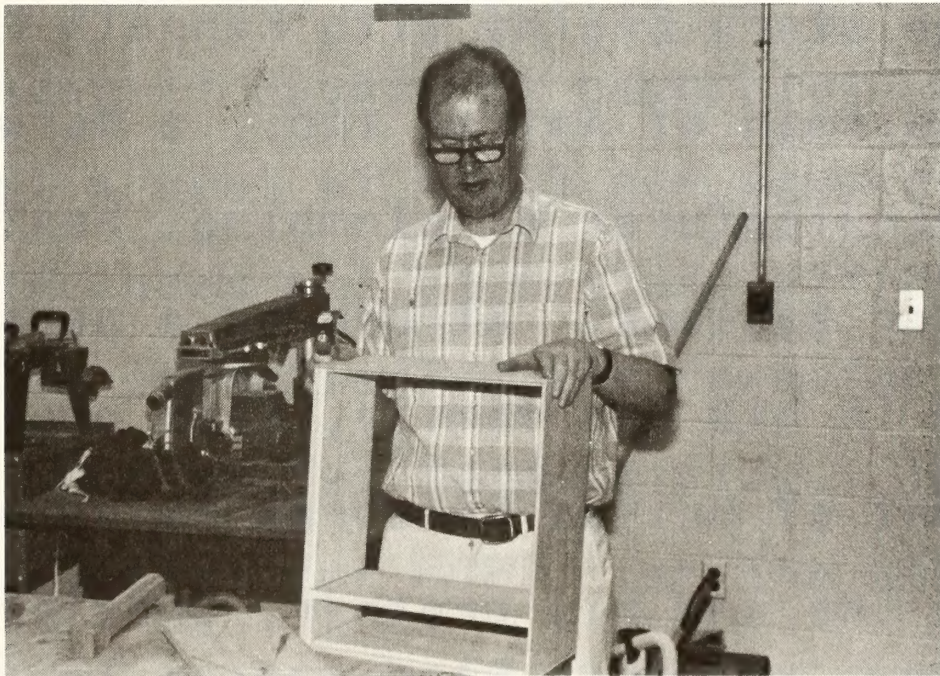
Basic hand tools include hammers, saws, screwdrivers, pliers, rulers, squares and planes; portable power tools are electric hand drill, electric sander, and router. For more advanced projects, trainees are given instruction in the use of power machines such as the drill press, power belt sander, radial-arm saw, band saw, and scroll saw.



HKNC client, Harold Johnson, uses a drill press to build a cane rack in the Vocational Building at the Center.



Clients are encouraged to choose their own individual projects. After choosing one project, the client is taken on a field trip to the lumberyard to purchase needed materials. Starting from scratch, the client is taken through each stage of the project's construction.



Ronald Ickes, HKNC client, makes a cabinet in the Woodshop Program at the Center.

Current projects include jewelry boxes, a cane rack, a night table, and a cabinet.



Most ambitious of the projects now in progress is a cabinet-bookcase for the clients' lounge in the Residence Building which is being worked on by several eager beaver clients.

### AMTROL INC. AND INDEPENDENCE SQUARE

The story begins with Kenneth L. Kirk, vice chairman of Amtrol Inc., a Warwick, R.I., manufacturer of plumbing, heating, and water systems. Struck by a personal tragedy in his own family, Kirk became president of United Cerebral Palsy of Rhode Island. He and his brother, Chester H. Kirk, chief executive of Amtrol, and their chief financial officer, Albert N. D'Amico, quickly identified a problem common to many non-profits; dilapidated, downtrodden quarters, unsuitable for any kind of



activity for helping the disabled or for fund raising.

The trio found a school building in Pawtucket, R. I., that was built in 1971, and abandoned in 1981 and was available for a good price. They countersigned a note with Providence's Fleet National Bank for \$1.6 million and rehabilitated the school.

Today it houses 14 nonprofit institutions at a cost of \$9.63 per square foot, which includes all utilities, office equipment, air conditioning and room for a bank full of phones for fund-raising. Included are facilities for UCP; for the blind; for victims of severe head injuries; a day care center; and training areas for paraplegics and others. It is supported by the Independence Square Foundation, for which it is named.

The subject of the company's advertisement is Laurindo Marques who is deaf and blind. He has only blurred vision straight ahead, no peripheral sight, and he is totally deaf. Yet he has been trained to build furniture with band-saws and lathes, which he operates safely; he can cane chairs and package expensive pens. Soon he will be learning to operate a sewing machine.

Laurindo, who is now self-supporting, is a former client of the Helen Keller National Center, where he learned to adjust to his loss of sight and hearing.

Says John J. Padien III, executive director of the Foundation, "There's not a cause for the disabled in Rhode Island that does not know or has not felt the impact of the Kirks, Al D'Amico, and Amtrol. They and their associates have devoted



hundreds of hours boosting hopes of the disabled for a better life. They pulled together the public and private sectors of Rhode Island for a cause."

In November 1986, voters in Rhode Island passed a \$2.6 million bond issue to build a second Independence Square somewhere else in the state, a tribute to the Kirks and Amtrol.



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**NAT-CENT NEWS**

**HELEN KELLER NATIONAL CENTER  
FOR DEAF-BLIND  
YOUTHS AND ADULTS  
111 Middle Neck Road  
Sands Point, NY 11050**

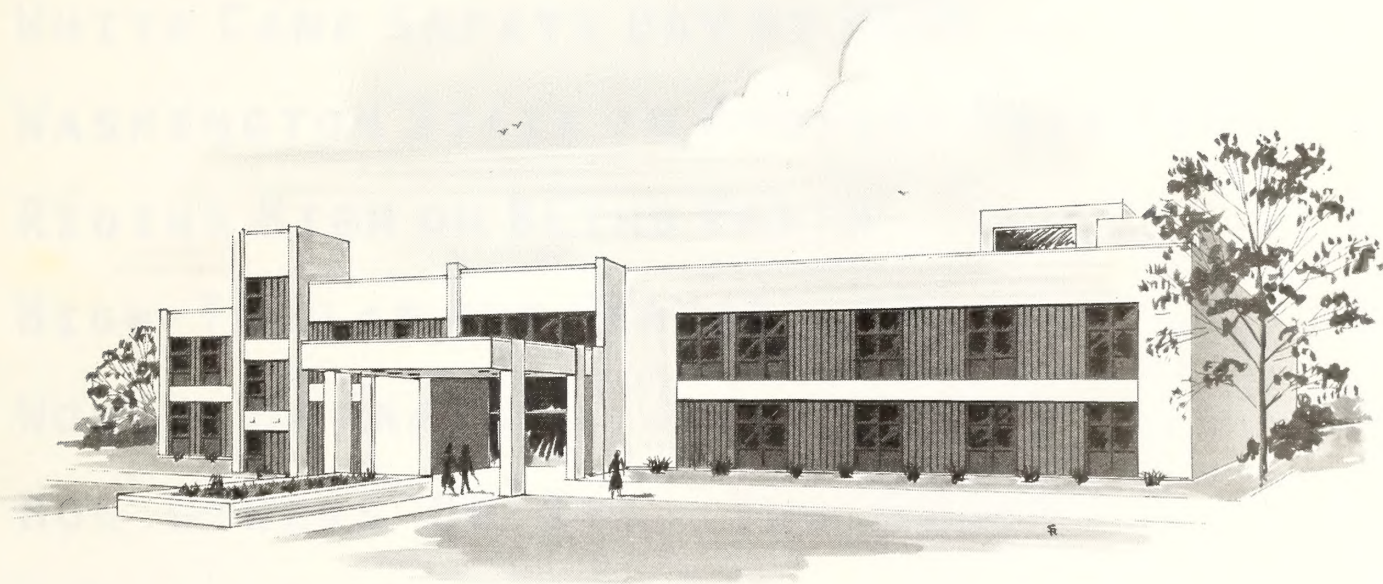
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# NAT-CENT NEWS



Published 3 times a year by:

**Helen Keller National Center for Deaf-Blind Youths and Adults**

**111 Middle Neck Rd.**

**Sands Point, N.Y. 11050**

**Tel.: Area Code 516-944-8900**

**Operated by Helen Keller Services for the Blind**

**EDITOR — ROBERT J. SMITHDAS, L.H.D., Litt. D., L.H.D.**

**Vol. 18 No. 2**  
**January 1988**

The activities of the Helen Keller National Center for Deaf-Blind Youths and Adults reported herein were supported by funds from the U.S. Department of Education, Office of Special Education and Rehabilitation Services. However, the opinions or policies expressed herein do not necessarily reflect those of the U.S. Department of Education.



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TABLE 11-1

Estimated 1980-81

Trade Policy

Value of

Imports

Exports

Balance

Trade

Policy

Value of

Imports

Exports

Balance

Trade

Policy

Value of

Imports

Exports

Balance



**EDITORIAL****ONE SMALL VICTORY**

**BY ROBERT J. SMITHDAS, LHD, LITT.D, LHD**

**WHEN OUR NATION'S MAJOR AIRLINES WERE DEREGULATED SEVERAL YEARS AGO, EACH ONE WAS GIVEN A BROAD OPTION TO DETERMINE AND ESTABLISH ITS OWN PARTICULAR POLICY REGARDING THE SAFETY OF PASSENGERS AND THE PROCEDURES TO BE FOLLOWED IN CASE OF EMERGENCY. ESSENTIALLY THERE WAS NOTHING WRONG WITH THE CONCEPT OF ALLOWING AIRLINES TO DEVELOP THEIR OWN CODES OF SAFETY FOR PASSENGERS, PROVIDED THAT THE RULES STAYED WITHIN A STRICT DEFINITION OF SAFETY AND DID NOT INFRINGE ON THE CIVIL RIGHTS OF THOSE WHO USE THE AIRLINES AS A MEANS OF PUBLIC TRANSPORTATION.**

**BUT ALMOST IMMEDIATELY PROBLEMS BEGAN TO**

APPEAR. THOUGH A CONSTITUTIONAL AMENDMENT FORBIDS DISCRIMINATION AGAINST INDIVIDUALS ON THE BASIS OF RACE, COLOR, CREED, OR DISABILITY, SOME AIRLINES BEGAN REFUSING PASSAGE TO VARIOUS GROUPS OF DISABLED AMERICANS, STATING THAT SEVERELY DISABLED PERSONS COULD BE SAFETY HAZARDS TO OTHER PASSENGERS IN CASE OF EMERGENCIES. AT THE HELEN KELLER NATIONAL CENTER WE BEGAN RECEIVING COMPLAINTS CONCERNING DEAF-BLIND PERSONS WHO HAD BEEN DENIED PASSAGE ON VARIOUS AIRLINES WHEN THEY TRIED TO TRAVEL ALONE, EVEN THOUGH THEY WERE CAPABLE, HIGHLY TRAINED INDIVIDUALS WHO HAD OFTEN USED AIRLINES IN THE PAST WITHOUT SERIOUS DIFFICULTIES.

OVER A PERIOD OF FOUR YEARS, YOUR EDITOR DEVELOPED A LARGE FILE OF THESE COMPLAINTS, ALONG WITH CORRESPONDENCE TO AND FROM



FEDERAL REGULATORY AGENCIES AND THE AIRLINES INVOLVED. AIRLINES MAINTAINED THAT DEAF-BLIND PASSENGERS COULD NOT TRAVEL ALONE; THEY MUST BE ACCOMPANIED BY A SIGHTED AND HEARING COMPANION. NOR WERE THE AIRLINES CONSISTENT IN FOLLOWING THEIR POLICIES: IN MANY INSTANCES, THEY FLEW DEAF-BLIND PASSENGERS TO THEIR DESTINATIONS, THEN REFUSED THEM PASSAGE ON THEIR RETURN TRIPS, OR VICE VERSA. ADVOCACY ALONE DID NOT PRODUCE THE DESIRED RESULT OF ELIMINATING DISCRIMINATION AGAINST DEAF-BLIND PASSENGERS, BUT IT STIMULATED AWARENESS AND GROWING CONCERN. WHAT WAS NEEDED WAS A TEST CASE IN COURT AND A FAVORABLE DECISION.

THEN THE LONG-AWAITED BREAKTHROUGH CAME.

A YOUNG WOMAN, WHO HAD BEEN A FORMER TRAINEE AT THE HELEN KELLER NATIONAL CENTER,

WAS DENIED PASSAGE BY SOUTHWEST AIRLINES ON WHICH SHE HAD TRIED TO TRAVEL TO HER DESTINATION ALONE. SHE FILED A COMPLAINT WITH THE UNITED STATES DEPARTMENT OF TRANSPORTATION (DOT), AND THE CASE WAS SCHEDULED FOR A HEARING IN APRIL, 1986. THIS WRITER AND SEVERAL OTHER MEMBERS OF THE CENTER'S STAFF WERE ASKED TO PRESENT TESTIMONY AT THE HEARING, AND THE LARGE FILE I HAD MAINTAINED WAS TURNED OVER TO AN ATTORNEY FOR DOT.

A FEW WEEKS AGO I RECEIVED THE FOLLOWING LETTER FROM DAYTON LEHMAN, JR., SENIOR ATTORNEY, OFFICE OF AVIATION ENFORCEMENT AND PROCEEDINGS:

"DEAR BOB:

YOU WILL BE HAPPY TO KNOW THAT THE DEPARTMENT RECENTLY DECIDED THE SOUTHWEST



AIRLINES DISCRIMINATION CASE THAT WE LITIGATED IN 1986 - AND WE RECEIVED A FAVORABLE DECISION.

IN ESSENCE, THE DEPARTMENT ACCEPTED OUR ARGUMENTS AND HELD THAT SOUTHWEST'S STATED EXPECTATION THAT ALL UNACCOMPANIED DEAF-BLIND PERSONS WILL JEOPARDIZE SAFETY IS UNREASONABLE. I HAVE ENCLOSED TWO COPIES OF THE DEPARTMENT'S DECISION.

I WANT TO AGAIN EXPRESS MY APPRECIATION TO THOSE AT THE CENTER WHO WERE ESSENTIAL TO THE CASE, ESPECIALLY YOU, BARBARA HAUSMAN, RICHARD MCKAY, MARY MICHAUD, AND LINDA BIEDERMAN-ANDERSON."

THE ABOVE LETTER REPRESENTS A SMALL BUT IMPORTANT VICTORY IN ADVOCATING THE RIGHTS OF DEAF-BLIND AMERICANS. THE FAVORABLE DECISION HANDED DOWN BY THE PRESIDING JUDGE

AT THE DEPARTMENT OF TRANSPORTATION IS CONCERNED ONLY WITH SOUTHWEST AIRLINES AND DOES NOT AFFECT THE POLICIES ESTABLISHED BY OTHER CARRIERS. HOWEVER, IT ESTABLISHES A PRECEDENT AND GIVES US A TOOL TO USE FOR FUTURE LITIGATION OF SIMILAR CASES. AND IT IS ONE LONG STEP IN THE RIGHT DIRECTION!

### FIELD NOTES

BY JULES COTE', ASSOCIATE DIRECTOR

IN THE LAST ISSUE OF NAT-CENT NEWS, IT WAS MENTIONED THAT THE HELEN KELLER NATIONAL CENTER PLANNED TO HIRE TWO NEW REGIONAL REPRESENTATIVES. FIRST TO BE HIRED IN SEPTEMBER WAS MS. MARY CAY STEWART, WHO HAD BEEN THE CENTER'S AFFILIATE IN TOPEKA, KANSAS. MS. STEWART HOLDS A MASTER OF ARTS DEGREE IN ORIENTATION TO DEAFNESS



FROM THE UNIVERSITY OF TENNESSEE AT KNOXVILLE. SHE HAS EIGHT YEARS EXPERIENCE AS A COUNSELOR FOR THE DEAF IN ALASKA. SHE WILL BE LOCATED AT THE CENTER'S REGIONAL OFFICE IN ATLANTA.

THE CENTER'S OTHER NEW REGIONAL REPRESENTATIVE IS Ms. CATHY KIRSCHER, FORMERLY OF COASTAL COUNSELING CENTERS OF ST. PETERSBURG, FLORIDA, WHERE SHE WAS COORDINATOR OF MENTAL HEALTH SERVICES FOR HEARING-IMPAIRED PERSONS. SHE HOLDS A MASTER OF SCIENCE DEGREE IN COUNSELING (WITH A SPECIALTY IN REHABILITATION COUNSELING OF THE DEAF) FROM WESTERN OREGON STATE COLLEGE, MONMOUTH, OREGON. Ms. KIRSCHER WILL BE LOCATED AT THE CENTER'S SEATTLE, WASHINGTON OFFICE.



Our two new regional representatives, Mary Cay Stewart (above) and Cathy Kirscher (right) interpret for clients Sami Pajoochi and Tammy Wilson, at HKNC's Annual Holiday Party.



N. Wright, photographer

**THE CENTER IS HOPEFUL OF ADDING A NEW POSITION IN ITS' DALLAS, TEXAS REGIONAL OFFICE WHEN FUNDS BECOME AVAILABLE. THIS NEW POSITION WILL BE CALLED SPECIALIST IN SERVICES TO ELDERLY DEAF-BLIND PERSONS. THE RESPONSIBILITIES OF THE SPECIALIST WILL BE: 1. TO WORK WITH THE CENTER'S REGIONAL**



REPRESENTATIVES, AFFILIATES, AND OTHER SERVICE PROVIDERS TO IDENTIFY SPECIFIC MODELS OF SPECIALIZED SERVICES TO ELDERLY DEAF-BLIND PERSONS. 2. TO DISSEMINATE INFORMATION ON SERVICES, RESOURCES, AND TRAINING TO REGIONAL REPRESENTATIVES, AFFILIATES, AND OTHER SERVICE PROVIDERS. 3. IN CONJUNCTION WITH OTHER ORGANIZATIONS PROVIDING TRAINING IN DEAF-BLINDNESS AND/OR SERVICES TO THE ELDERLY, THE SPECIALIST WILL BE RESPONSIBLE FOR COORDINATING TRAINING AND SERVICES TO THE ELDERLY DEAF-BLIND.

IN ADDITION, THE SPECIALIST WILL HELP DEVELOP RESOURCE FILES FOR EACH HKNC REGION, SERVE AS A CONSULTANT ON FUNDING SOURCES, SERVICES, AND SUPPORT AGENCIES FOR THE DEAF-BLIND, AND MANY RELATED AREAS OF TRAINING AND SERVICES FOR THE ELDERLY DEAF-

## BLIND POPULATION.

WE REGRET TO ANNOUNCE THAT MS. CONSTANCE WATERS-MILES HAS RESIGNED AS REGIONAL REPRESENTATIVE AT THE CENTER'S SAN FRANCISCO OFFICE, AND HAS RELOCATED TO PITTSBURGH, PENNSYLVANIA. WE HOPE TO BE ABLE TO EVENTUALLY FILL THE VACANCY LEFT BY HER RESIGNATION IN THE NOT TOO DISTANT FUTURE

BON VOYAGE

THE FIELD NOTES COLUMN IN THIS ISSUE OF NAT-CENT NEWS WAS THE LAST TO BE WRITTEN BY JULES COTE', FORMER ASSOCIATE DIRECTOR OF THE HELEN KELLER NATIONAL CENTER.

MR. COTE' ASSUMED A NEW POSITION AS EXECUTIVE DIRECTOR OF THE VERMONT ASSOCIATION FOR THE BLIND AND VISUALLY IMPAIRED, JANUARY 4, 1988. THIS AGENCY



SERVES BLIND AND VISUALLY IMPAIRED PERSONS OF ALL AGES THROUGHOUT THE STATE OF VERMONT. A SIGNIFICANT NUMBER OF ITS EMPLOYEES ARE BLIND OR VISUALLY IMPAIRED.

BEFORE LEAVING, MR. COTE' SAID: "IT HAS BEEN A REAL PLEASURE AND A CHALLENGE TO HAVE WORKED HERE AT THE CENTER FOR THE PAST EIGHT AND A HALF YEARS. MANY NEW SERVICES HAVE BEEN INITIATED TO MEET THE NEEDS OF DEAF-BLIND PERSONS." JULES WILL BE MISSED BY ALL HIS FRIENDS AT THE CENTER.

## HELEN KELLER NATIONAL CENTER AWARDED FEDERAL GRANT

THE U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION PROGRAMS, HAS AWARDED THE HELEN KELLER NATIONAL CENTER'S (HKNC)

TECHNICAL ASSISTANCE CENTER (TAC) AN ADDITIONAL TWO-YEAR GRANT WITH A BUDGET OF \$600,000.00 FOR THE FIRST YEAR.

"THIS NEW FUNDING PERIOD WILL FOCUS ON SPECIFIC 'OUTCOMES' FOR INDIVIDUALS, SUCH AS REAL OPTIONS AND CHOICES FOR COMMUNITY-BASED LIVING, EMPLOYMENT, RECREATION AND LEISURE-TIME ACTIVITIES, HEALTH CARE AND SUPPORT SERVICES FOR THE INDIVIDUAL AND HIS OR HER PARENTS/FAMILY," SAID ANGELA M. COVERT, ED.D., PROJECT DIRECTOR. "WE WILL NOW BUILD ON THE ORIGINAL FOUNDING GRANT. TAC HAS ALREADY HAD AN EFFECT ON IMPROVING AND INCREASING AVAILABILITY OF COMMUNITY-BASED LIVING AND WORK OPTIONS FOR YOUTH WHO ARE DEAF-BLIND. IT HAS ALSO HAD A MAJOR IMPACT ON PROVIDING TRAINING FOR DIRECT SERVICE PROFESSIONALS, AS WELL AS EDUCATION FOR



PARENTS AND FAMILIES. ALL THIS HAS LED TO INCREASED AWARENESS AND EXPECTATIONS FOR QUALITY COMMUNITY-BASED SERVICES."

TAC RECENTLY PUBLISHED TWO BOOKS. EMPLOYMENT OPTIONS FOR YOUNG ADULTS WITH DEAF-BLINDNESS: PHILOSOPHY, PRACTICE, NEW DIRECTIONS, IS A MANUAL WHICH INCLUDES INFORMATION ON ISSUES, TRENDS, SERVICE SYSTEMS AND PROGRAMS OFFERING VOCATIONAL AND EMPLOYMENT SERVICES TO DEAF-BLIND YOUTHS. COMMUNITY-BASED LIVING OPTIONS FOR YOUNG ADULTS WITH DEAF-BLINDNESS IS A STEP-BY-STEP GUIDE TO TRAINING AND PLANNING COMMUNITY ALTERNATIVES. A THIRD BOOK TO BE RELEASED IN NOVEMBER, TRANSITION FOR PERSONS WITH DEAF-BLINDNESS AND OTHER PROFOUND

HANDICAPS: STATE OF THE ART, EDITED BY ANGELA M. COVERT AND H.D. FREDERICKS, IS A COMPILATION OF ARTICLES DEALING WITH SUPPORTED COMPETITIVE EMPLOYMENT, HEALTH AND PSYCHO-SOCIAL ISSUES, AND RECREATION AND LEISURE OPTIONS.

WHITE CANE SAFETY DAY AT HKNC

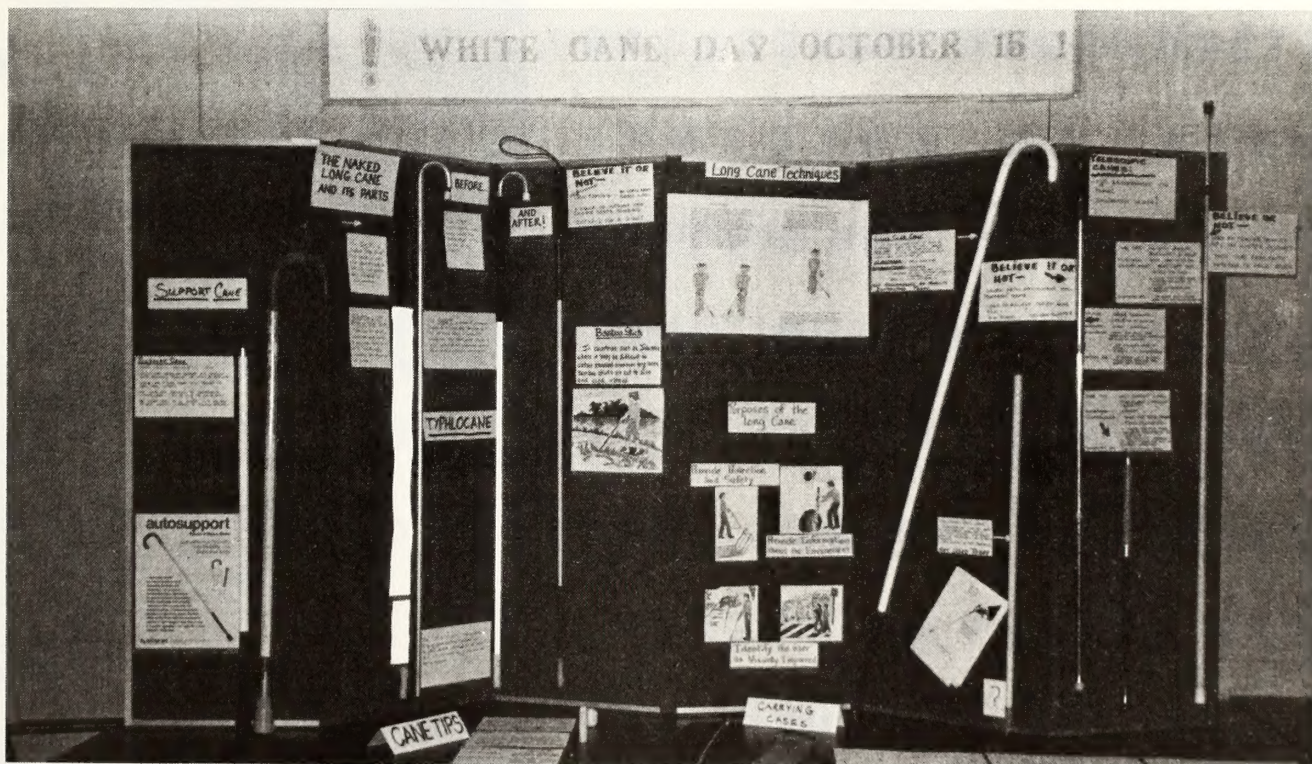
BY MARY MICHAUD, SUPERVISOR, MOBILITY DEPARTMENT

ARE YOU FAMILIAR WITH THE TERMS DIAGONAL TECHNIQUE, MARSHMALLOW TIP AND SCOTCHLITE? DO YOU KNOW HOW THE WHITE CANE EVOLVED AS A TRAVEL AID FOR THE BLIND? LIKEWISE, DO YOU KNOW THAT THERE ARE DIFFERENT KINDS OF LONG CANES TO CHOOSE FROM, AND THAT SOME FOLD AND OTHERS DON'T?

IN AN ATTEMPT TO ANSWER THESE AND OTHER



QUESTIONS, AS WELL AS TO PROMOTE AN UNDERSTANDING AND AWARENESS OF THE WHITE CANE, THE HELEN KELLER NATIONAL CENTER RECOGNIZED AND CELEBRATED WHITE CANE SAFETY DAY THIS YEAR ON THURSDAY, OCTOBER 15, 1987.



Part of the White Cane Day Display at the Center.

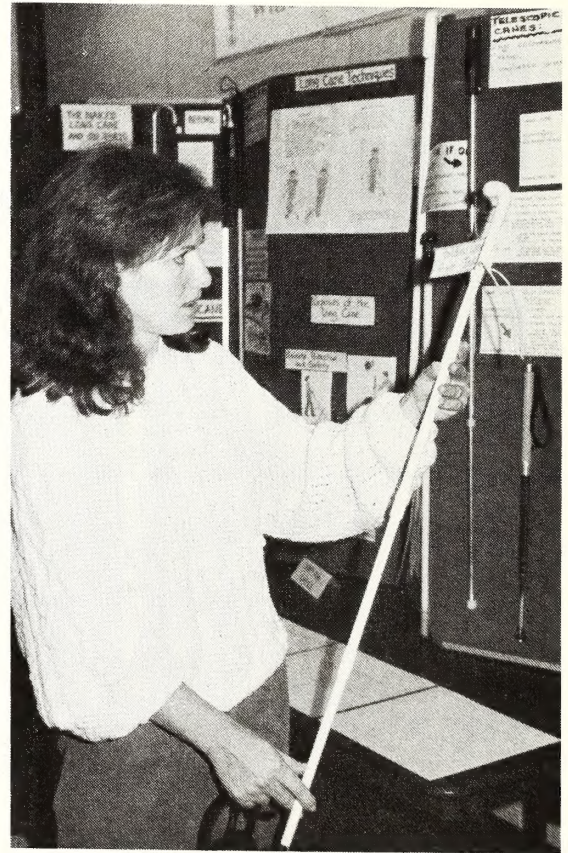
N. Wright, photographer

WITH THE HELP OF DOUGLAS McJANNET, NANCY HIGGINS, AND LISA ROTHERMICH, STAFF MEMBERS



FROM THE ORIENTATION AND MOBILITY DEPARTMENT, A COLLECTION OF VARIOUS CANES, HISTORICAL INFORMATION, PRINTS, AND ANECDOTES WERE DISPLAYED FOR STAFF, CLIENTS, AND VISITORS. VARIOUS CANE TECHNIQUES WERE DESCRIBED AND ILLUSTRATED.

STRAIGHT CANES, AS WELL AS FOLDING, TELESCOPIC, AND SUPPORT CANES (OLD AND NEW) WERE AVAILABLE FOR VIEWING. TO GET INTO THE SPIRIT OF THINGS, STAFF AND CLIENTS WERE GIVEN WHITE CANE LAPEL PINS (HOMEMADE, OF COURSE) TO WEAR IN HONOR OF THE DAY. OVERALL, IT WAS AN



A visitor at the White Cane Day display looks over one of the canes

N. Wright, photographer



EXCITING PROJECT FOR THE ORIENTATION AND MOBILITY DEPARTMENT TO ORGANIZE AND SHARE WITH OTHERS AT THE CENTER.

THE NEWS RELEASE FROM THE AMERICAN FOUNDATION FOR THE BLIND WHICH FOLLOWS THIS ARTICLE PROVIDES A NICE SUMMARY OF THE PURPOSE, HISTORY, AND DEVELOPMENT OF WHITE CANE SAFETY DAY.

SO, REMEMBER, WHEN OCTOBER 15TH ROLLS AROUND NEXT YEAR, TAKE A FRIEND OUT TO DINNER AND CELEBRATE. IT'S WHITE CANE DAY- SPREAD THE WORD.

### AFB ENDORSES WHITE CANE SAFETY DAY

THE AMERICAN FOUNDATION FOR THE BLIND (AFB) JOINS OTHER DISABILITY AGENCIES IN ENDORSING WHITE CANE SAFETY DAY ON OCTOBER 15. WHITE CANE SAFETY DAY WAS

ESTABLISHED IN 1964 BY PRESIDENTIAL PROCLAMATION TO ALERT SIGHTED PEOPLE TO THE SIGNIFICANCE OF THE WHITE CANE AND THE NEED TO EXERCISE SIMPLE COURTESY AND COMMON SENSE WHEN APPROACHING A BLIND PERSON.

"THE WHITE CANE IS MORE THAN A GUIDE FOR ITS USER AND A SIGNAL TO OTHERS, IT IS A SIGN OF INDEPENDENCE," SAID AFB EXECUTIVE DIRECTOR WILLIAM F. GALLAGHER, WHO CITED STATISTICS SHOWING THAT OVER 20,000 BLIND PEOPLE WERE TAUGHT INDEPENDENT TRAVEL TECHNIQUES IN 1986. HE POINTED OUT THAT THE WHITE CANE IS THE MOST COMMON MEANS OF TRAVEL FOR VISUALLY HANDICAPPED PEOPLE AND THAT MANY STATES HAVE ENACTED WHITE CANE LAWS TO SAFEGUARD THEIR RIGHT TO ENJOY UNHINDERED MOBILITY.

IN 1930, THE LIONS CLUB OF PEORIA, IL,



SUCCESSFULLY LOBBIED FOR THE FIRST WHITE CANE LAW GIVING THE RIGHT OF WAY AT INTERSECTIONS TO BLIND PEOPLE CARRYING A WHITE WOODEN CANE WITH A RED TIP. ALTHOUGH THEY ENABLED SOME BLIND PEOPLE TO MOVE ABOUT MORE FREELY, THE WOODEN CANES WERE CUMBERSOME AND OF LIMITED USE IN SURVEYING INFORMATION ABOUT THE ENVIRONMENT. THEY SERVED PRINCIPALLY TO IDENTIFY THE USER AS A BLIND PERSON FOR HIS OWN SAFETY AND PROTECTION.

CONCERN FOR THE BLINDED SERVICEMEN OF WORLD WAR II LED TO THE DEVELOPMENT OF A LONGER, LIGHTWEIGHT CANE AND A SET OF TECHNIQUES CENTERED ON HOLDING THE CANE IN FRONT OF THE BODY INSTEAD OF BY THE SIDE, BECAME THE BASIS OF TODAY'S MOBILITY PROGRAMS. OTHERWISE KNOWN AS THE LONG

CANE OR PRESCRIPTION CANE, THE WHITE CANE SERVES TO ALERT THE USER TO OBSTACLES AND ASSURE A SAFE SPACE FOR THE NEXT FOOTSTEP. IT IS INDIVIDUALLY PRESCRIBED BY AN ORIENTATION AND MOBILITY SPECIALIST WHO ALSO TEACHES THE SKILLS AND TECHNIQUES REQUIRED FOR CANE TRAVEL. ORIENTATION AND MOBILITY TRAINING IS AN IMPORTANT PART OF THE REHABILITATION PROCESS WHICH INCLUDES SENSORY TRAINING, CONCEPT DEVELOPMENT, SELF-CONFIDENCE, AND MOTOR SKILLS. PROVIDED BY A SPECIALIST FROM A PRIVATE OR GOVERNMENT AGENCY, INDIVIDUALIZED TRAINING MAY BE CONDUCTED IN THE HOME OF A CLIENT, IN REHABILITATION CENTERS, HOSPITALS, NURSING HOMES OR IN SCHOOL SETTINGS.

FOR A COPY OF THE FREE BROCHURE "HOW DOES A BLIND PERSON GET AROUND?," WRITE THE AMERICAN FOUNDATION FOR THE BLIND,



DEPARTMENT PR, 15 WEST 16TH STREET, NEW YORK, NY 10011; OR CALL TOLL-FREE 1-800-232-5463, EXCEPT IN NEW YORK CALL (212) 620-2147.

### WASHINGTON STATE TO PROVIDE FREE TDDS

PERSONS WHO ARE CERTIFIED AS DEAF, HEARING IMPAIRED, OR DEAF AND BLIND ARE NOW ELIGIBLE TO RECEIVE A FREE TELECOMMUNICATION DEVICE FOR THE DEAF (TDD) THROUGH A PROGRAM ADMINISTERED BY THE OFFICE OF DEAF SERVICES, DEPARTMENT OF SOCIAL AND HEALTH SERVICES (DSHS). A TDD IS A TELETYPESWRITER WITH A TYPEWRITER KEYBOARD AND A READABLE DISPLAY THAT COUPLES WITH A TELEPHONE, ALLOWING MESSAGES TO BE TYPED RATHER THAN SPOKEN.

THE NEW PROGRAM, AUTHORIZED BY THE 1987 LEGISLATURE, ALSO ENSURES THAT THE HEARING

IMPAIRED COMMUNITY WILL HAVE EQUAL ACCESS TO PUBLIC SERVICES AND TELECOMMUNICATIONS SYSTEMS IN THIS STATE THROUGH THE ESTABLISHMENT OF A RELAY SYSTEM BY WHICH TELEPHONE USERS OF TDD CAN COMMUNICATE WITH VOICE TELEPHONES.

TO FUND THE PROGRAM, THE LEGISLATION REQUIRED THE WASHINGTON UTILITIES AND TRANSPORTATION COMMISSION TO AUTHORIZE AN EXCISE TAX. AN EXCISE TAX OF EIGHT CENTS ON EACH TELEPHONE LINE BEGAN TO APPEAR MONTHLY ON TELEPHONE BILLS SEPTEMBER 1, 1987.

THE PROGRAM IS OPEN TO ANYONE WHO IS AT LEAST SIX YEARS OLD AND HAS BEEN CERTIFIED DEAF OR HEARING IMPAIRED BY A LICENSED PHYSICIAN, AUDIOLOGIST, OR QUALIFIED STATE AGENCY, AND TO ORGANIZATIONS REPRESENTING



THE HEARING IMPAIRED, ACCORDING TO PATTY HUGHES, TDD PROGRAM COORDINATOR. PERSONS WHO WISH TO RECEIVE AN APPLICATION ARE ENCOURAGED TO SUBMIT THEIR NAMES AND ADDRESSES IN WRITING TO: THE OFFICE OF DEAF SERVICES, DSHS, MAIL STOP 0B 42, 12TH AND FRANKLIN, OLYMPIA, WA 98504; OR BY CALLING THE OFFICE AT: VOICE PHONE (206) 586-8250, TDD PHONE (206) 586-8249.

IT IS ESTIMATED THAT \$3,800,000 WILL BE NEEDED TO PROVIDE TDDs TO APPROXIMATELY 6,000 ELIGIBLE PEOPLE; TO ESTABLISH AND STAFF THE RELAY STATIONS; AND TO ADMINISTER THE PROGRAM. TDDs, WHICH WILL BE FURNISHED FREE OF CHARGE TO ELIGIBLE INDIVIDUALS, COST THE STATE APPROXIMATELY \$350-500 EACH. IN ADDITION, THE PROGRAM WILL ALSO PROVIDE BRAILLE TDDs FOR THE DEAF-BLIND COSTING FROM

\$5,000-7,000 EACH, ON THE SAME NO CHARGE BASIS. THE TDDs WILL BE DISTRIBUTED ON A FIRST-COME, FIRST-SERVED BASIS, STARTING IN DECEMBER. THE PROGRAM WILL RUN FROM SEPTEMBER 1, 1987 TO JUNE 30, 1990, WHEN IT WILL BE REVIEWED BY THE LEGISLATURE.

### RIDING HIGH ON BLIND FAITH

BY SALLY HAYTON-KEEVA (REPRINTED WITH PERMISSION OF THE SONOMA INDEX-TRIBUNE, SONOMA, CA.)

SUNLIGHT DRIFTS THROUGH THE REDWOOD TREES AND SPARKLES ON A SMALL CLEAR LAKE. THE SOUND OF LAUGHTER RISES AND FALLS AGAINST A BACKGROUND WHINE OF A CHAINSAW. UP THE ROAD COMES THE PLEASANT CLIP CLOP OF HORSES' HOOVES, AND RIDERS SOON APPEAR, SMILING IN THE MORNING SUN. THIS IS ENCHANTED HILLS



CAMP, UP IN THE WOODS BETWEEN NAPA AND SONOMA IN CALIFORNIA. IT'S A BUSY, HAPPY PLACE FOR THE CAMPERS WHO LOVE BEING HERE, ALTHOUGH, THIS WEEK, NONE OF THEM CAN SEE THE TREES, THE LAKE, THE SUN, OR HEAR THE HOOFBEATS OF THEIR HORSES OR THE SOUND OF LAUGHTER.

ENCHANTED HILLS IS A CAMP RUN BY THE LIGHTHOUSE FOR THE BLIND. ALREADY THIS SUMMER THERE HAVE BEEN GROUPS OF BLIND CHILDREN AND ADULTS AT THE CAMP. BUT FOR THIS WEEK THE BLIND ADULTS ARE ALSO DEAF. THEY WILL SWIM, HIKE, SKATE, DANCE, AND RIDE HORSES-BUT WILL SEE AND HEAR NOTHING AROUND THEM.

DAVID KRUIS IS ONE OF THE HORSEMEN. HE IS WEARING LOUD PRINT SHORTS AND DARK GLASSES AND HIS VOICE IS ROUGH WITH

EXCITEMENT. SOMETHING AMAZING HAS HAPPENED TO HIM: HIS WORLD, CLOSED ONLY TWO DAYS BEFORE, HAS OPENED WIDE. FROM THE DARKNESS OF HIS FEAR, HE HAS RIDDEN OUT INTO THE SUN. "WHEN I CAME HERE I WAS SCARED," HE TELLS US. "IT WAS THE FIRST TIME I WAS ON A BUS GOING ANYWHERE BY MYSELF AND I KEPT WONDERING IF IT WAS TOO LATE TO TURN BACK. THE VOLUNTEER WHO PICKED ME UP AT THE BUS STOP KEPT TELLING ME WHAT A GREAT TIME I'D HAVE, BUT I'D ALREADY DECIDED I WAS JUST GOING TO STAY IN MY CABIN ALL WEEK AND NOT HAVE ANYTHING TO DO WITH ANYBODY."

FOR TWO YEARS DAVID HAS BEEN A RECLUSE, LIVING WITH HIS WIFE BUT AVOIDING ALL OTHER CONTACT. "MY NEIGHBORS ONLY SAW ME AT NIGHT, GETTING INTO AND OUT OF A CAR. SUNLIGHT HURT MY EYES AND I DIDN'T WANT



ANYTHING TO DO WITH PEOPLE. MY FAVORITE PHRASE WAS, 'WHAT THE HELL DO YOU WANT?'

ONCE DAVID OWNED 27 HORSES, AND ALTHOUGH NEARLY DEAF AND ALL BUT TOTALLY BLIND, HE RODE THEM IN SHOWS ALL OVER THE UNITED STATES. THEN, ONE DAY, HE WAS KNOCKED FROM ONE OF HIS HORSES BY A TREE LIMB, AND HE LOST HIS NERVE TO RIDE. HE ALSO LOST HIS DESIRE TO BE AMONG PEOPLE AND SENTENCED HIMSELF TO TWO YEARS OF BITTER EXILE.

AT LAST DAVID'S DOCTOR TOLD HIM THAT SOON HE WOULD BE PROFOUNDLY DEAF AND HE WAS TERRIFIED. "IT FELT LIKE MY WHOLE LIFE WAS GROWING DARKER AND MORE UNLIVEABLE EVERY MINUTE. I WAS DESPERATE." IT WAS THEN, AFTER MUCH PERSUASION, THAT HIS WIFE GOT HIM TO AGREE TO COME TO CAMP. YESTERDAY HE RODE A HORSE AGAIN.

"I WAS SO SCARED," HE SAYS, "TO BE ON A HORSE AND NOT HEAR ANYONE AROUND TO TAKE CARE OF ME. I STARTED TO PANIC, AND THEN I HEARD THE VOICE OF THE VOLUNTEER WHO WAS IN CHARGE OF ME AND I KNEW, AS LONG AS HE WAS NEARBY, I WAS OKAY." YESTERDAY HIS HORSE WAS LED ALONG A TRAIL BY A VOLUNTEER AND THIS MORNING HE TRIED IT AGAIN. "THIS TIME I WASN'T AFRAID AT ALL. WHEN I GOT BACK TO THE BARN, I TOOK OFF MY HORSE'S SADDLE AND LED HIM TO HIS STALL. I DID EVERYTHING MYSELF. BEFORE I LEAVE HERE, I'M GOING TO TAKE MY HORSE OUT ON MY OWN BECAUSE, IF I CAN DO THAT, I CAN DO ANYTHING."

ENCHANTED HILLS HAS A PURPOSE - "PEOPLE HELPING PEOPLE TO ACHIEVE INDEPENDENCE." IN DAVID'S CASE, IT HAS HELPED HIM BACK INTO THE WORLD. AS DAVID SAYS, " INTO A FAMILY OF



LOVE I NEVER KNEW EXISTED. I'M LEARNING TO LOVE BEING WITH OTHERS AGAIN, AND, I'M LEARNING NOT TO BE AFRAID OF LIFE." WE SHAKE HANDS GOODBYE. IT'S TIME FOR DAVID'S RIDING LESSON. WE WATCH HIM WALK AWAY, HIS FACE FULL OF ANTICIPATION, HIS STEP CONFIDENT. WELCOME BACK, DAVID. IT'S BEEN A LONG, LONG, TIME.

### HIGH-TECH AT THE CENTER

Y LAURA DURAN, SUPERVISOR, DAILY LIVING SKILLS, AND SUSAN RUZENSKI, SUPERVISOR, COMMUNICATIONS LEARNING CENTER

THE HELEN KELLER NATIONAL CENTER IS IN THE PROCESS OF EXPLORING THE TEACHING MODALITY OF COMPUTERS WITHIN THE AREAS OF THE COMMUNICATIONS LEARNING CENTER AND DAILY LIVING SKILLS DEPARTMENTS.

THE COMMUNICATIONS LEARNING CENTER (CLC) HAS BEEN UTILIZING THE COMPUTER AS A SUPPLEMENTAL TEACHING TOOL, ALLOWING CLIENTS TO WORK INDEPENDENTLY REVIEWING AND PRACTICING SKILLS THROUGH EXERCISES RELATED TO THEIR PRESENT INSTRUCTIONAL OBJECTIVES. VARIOUS SOFTWARE PROGRAMS ARE NOW AVAILABLE IN CLC WHICH AIM TO ENHANCE A CLIENT'S SKILL AND KNOWLEDGE IN SEVERAL SUBJECT AREAS COMMON TO THE CURRICULUM. THESE INCLUDE SKILLS OF READING COMPREHENSION, ENGLISH GRAMMAR, MATH COMPUTATION, AND TYPING.

INITIALLY A CLIENT RECEIVES ORIENTATION TO THE COMPUTER. IT IS THEN DETERMINED BY THE INSTRUCTOR IF THIS IS A VIABLE APPROACH TO INDEPENDENT TRAINING. CONSIDERATION IS GIVEN TO THE CLIENT'S VISUAL ABILITIES, HIS/HER ABILITY TO FOLLOW DIRECTIONS, OPERATE THE



COMPUTER, AND HANDLE DISKS CORRECTLY. SELECTION OF PROGRAMS MAY BE SUGGESTED BY THE INSTRUCTOR FOR APPLICATION TO DAILY LESSONS. THE CLIENT IS PROVIDED WITH ACCESS TO THE COMPUTER DURING LIBRARY PERIODS. AS THE POPULARITY OF THIS DEVICE INCREASED, IT BECAME NECESSARY TO SCHEDULE INDIVIDUALS THROUGHOUT THE COURSE OF THE WEEK TO GUARANTEE THE COMPUTER'S AVAILABILITY TO ALL INTERESTED. ANY DIFFICULTIES A CLIENT ENCOUNTERS DURING HIS/HER COMPUTER SESSION REGARDING CONTENT CAN BE ADDRESSED DURING CLASS WITH THE INSTRUCTOR TO ASSIST THE CLIENT IN SUCCESSFULLY COMPLETING THE PROGRAM. CLIENTS PROCEED WITH PROGRAMS AT THEIR OWN PACE. UNDOUBTEDLY, THIS DEVICE HAS ALLOWED CLC TO PROVIDE ADDITIONAL TRAINING SERVICES TO CLIENTS, AND TO PROMOTE GROWTH AND SKILL



## ACQUISITION IN MANY CONTENT AREAS.



Wendall Bean, client,  
concentrates on the  
computer screen.

IT HAS ALSO MOTIVATED CLIENTS TO PURSUE INDEPENDENT INSTRUCTION IN MANY ASPECTS OF THEIR TRAINING PROGRAM. THE VALUE OF THE COMPUTER TO CLIENTS AND STAFF ALIKE IS EVIDENCED BY ITS CONSTANT USE THROUGHOUT THE DAY. AS OUR LIBRARY OF SOFTWARE EXPANDS, OUR ABILITY TO UTILIZE IT WITH INDIVIDUALS WITH VARIED NEEDS WILL CONTINUE TO GROW. LEARNING IS ENHANCED AND MADE ENJOYABLE FOR MANY.



THE DAILY LIVING SKILLS DEPARTMENT (DLS) UTILIZES COMPUTERS TO TEACH LEISURE SKILLS. THIS APPLICATION OF LEISURE TIME SKILLS ENCOMPASSES SEVERAL AREAS: BASIC GAME CONCEPTS, SOCIALIZATION, MAKING CHOICES, INDEPENDENCE, FINE MOTOR SKILLS, AND COMPUTER SKILLS. CURRENTLY, COMPUTER CLASSES IN DLS ARE OF TWO TYPES. A CLIENT MAY WORK INDIVIDUALLY ON THE COMPUTER TO FACILITATE HIS/HER COMPUTER SKILLS, INDEPENDENCE AND CHOICE ABILITIES, OR TWO CLIENTS MAY WORK COOPERATIVELY ON THE COMPUTER TO ENHANCE THEIR FINE MOTOR SKILLS, BASIC GAME CONCEPTS, COMPUTER SKILLS, AND SOCIALIZATION SKILLS. A TYPICAL COMPUTER CLASS INCLUDES MAKING A CHOICE AMONG SOFTWARE, EITHER ALONE OR WITH A PEER, SETTING UP THE DISK, TAKING A TURN ON THE COMPUTER,



INTERACTING WITH A PEER TO NOTIFY HIM/HER OF THE NEXT TURN OR TO DETERMINE THE WINNER, AND REMOVING THE DISK FOR CLEAN-UP.



Larry Brown, client, and Karen Gillispie, DLS instructor's aide, review a computer program.

OUR CURRENT SOFTWARE INVENTORY INCLUDES THE GAMES, SPACE, TIC-TAC-TOE, MOON BUGS, PARATROOPER, BREAKOUT, FOOTBALL, BAKE AND TASTE, AND CLOCK.

WE HAVE OBSERVED THE COMPUTER TO BE A VALUABLE TOOL TO TEACH LEISURE TIME SKILLS WITHIN DLS. INITIATION OF INDEPENDENT LEISURE TIME ACTIVITY HAS BEEN NOTED TO



INCREASE FOR CERTAIN CLIENTS. SOME CLIENTS WILL WALK INTO THE ROOM, SIT DOWN AT THE TERMINAL AND SIGN, "I WANT COMPUTER" OR POINT TO THE COMPUTER PICTURE IN THEIR COMMUNICATION BOOKS.

WORKING ON THE COMPUTER ADDRESSES CERTAIN KEY SKILLS INHERENT IN ANY LEISURE TIME PROGRAM. THOSE INCLUDED ARE: FOLLOWING DIRECTIONS (SIGNED, VERBAL, PICTURE CARD); COMMUNICATING WITH A PEER OR THE INSTRUCTOR. COMPUTER SKILLS INCORPORATE OPERATING THE KEYS, HANDLING DISKS, AND LEARNING THE LANGUAGE OF THE COMPUTER. FOR MANY CLIENTS, THE COMPUTER HAS BEEN FOUND TO BE MORE MOTIVATING FOR DEVELOPING SOCIAL INTERACTION WITH PEERS THAN TABLE GAMES.

WORTHY OF PRAISE

THE HADLEY SCHOOL FOR THE BLIND OF WINNETKA, ILLINOIS, THE ONLY SCHOOL PROVIDING CORRESPONDENCE COURSES FOR THE BLIND AND DEAF-BLIND IN THE WORLD, HAS ANNOUNCED THAT THE 1987 DR. RICHARD KINNEY CHALLENGE OF LIVING AWARD, NAMED FOR THE SCHOOL'S LATE PRESIDENT, WAS PRESENTED TO MR. ALLAN SUGAR OF NORTHBROOK, ILLINOIS.

ALLAN, WHO SPENT SEVERAL MONTHS IN TRAINING AT THE HELEN KELLER NATIONAL CENTER A FEW YEARS AGO, GRADUATED FROM JUNIOR COLLEGE LAST SPRING, EARNING HIS ASSOCIATE OF ARTS DEGREE. HE HAS BEEN AN ACTIVE HADLEY STUDENT FOR SEVERAL YEARS AND HE PLANS TO RETURN TO NORTHBROOK UNIVERSITY TO WORK FOR A BACHELOR OF ARTS DEGREE.

IN ADDITION TO HIS STUDIES, ALLAN IS ALSO



AN ACTIVE MEMBER OF THE AMERICAN ASSOCIATION OF THE DEAF-BLIND, AND HAS ATTENDED SEVERAL OF ITS ANNUAL CONVENTIONS. A CHESS ENTHUSIAST, THIS PAST SUMMER HE WON SECOND PLACE IN THE CHESS TOURNAMENT HELD AT THE AADB CONVENTION IN PITTSBURGH, PENNSYLVANIA. CURRENTLY, ALLAN IS PRESIDENT OF LE COBDA, A CLUB FOR THE DEAF-BLIND LOCATED IN THE CHICAGO AREA.

### HOW OTHERS DO IT: TWO GROUP HOMES IN FINLAND

THE AVIK HOME FOR THE DEAF WAS OPENED IN HYVINKAA, FINLAND, IN 1911. AVIK WAS AT FIRST A BOARDING SCHOOL FOR MULTI-HANDICAPPED DEAF GIRLS. FOUR YEARS LATER A HOME FOR THE ELDERLY WAS OPENED AS WELL AND NOW AVIK IS A MODERN HOME FOR 70 DEAF AND

**DEAF-BLIND PEOPLE.**

**THE BUILDINGS OF THE AVIK HOME ARE SITUATED ON ITS OWN PLOT WHICH IS ABOUT 9 HECTARES, THE AREA OF THE BUILDINGS IS 5500 SQUARE METERS.**

**THE AVIK HOME OFFERS SERVICES TO DEAF-BLIND PEOPLE WHO CAN'T LIVE IN THEIR OWN HOMES WITHOUT THESE SERVICES.**

**THE SERVICES ARE GIVEN IN SIGN LANGUAGE WHICH IS THE MOST IMPORTANT LANGUAGE FOR DEAF PEOPLE AND THE EASIEST WAY TO COMMUNICATE. THE RESIDENTS HAVE A CHANCE TO USE THEIR OWN LANGUAGE WITH THE STAFF AS WELL.**

**MOST OF THE RESIDENTS ARE OVER 60 YEARS OLD (ABOUT 70 PERCENT). THE AVERAGE AGE IS 70 YEARS. THE MAJORITY OF THE RESIDENTS IN AVIK ARE MEN (THERE ARE 20 PER CENT MORE**



MEN THAN WOMEN IN AVIK). THE RESIDENTS LIVE EITHER IN SINGLE OR IN DOUBLE ROOMS, THE SIZES OF WHICH VARIES FROM 15 TO 20 SQUARE METERS. THERE ARE FIVE ROOMS IN EACH UNIT WHICH HAVE A SHARED KITCHEN, BATHROOM AND TOILET.

THE RESIDENTS GET A FULL PENSION FOR THEMSELVES (IN THE SAME WAY AS THEY WOULD GET IF THEY LIVED IN TOWN IN A RENTED FLAT) AND A FULL SOCIAL INSURANCE CONTRIBUTION. THE RESIDENTS PAY THEIR RENT THEMSELVES, ABOUT \$150-200 A MONTH, THEIR FOOD, ABOUT \$150 A MONTH AND THEIR OTHER PERSONAL EXPENSES. LOCAL AUTHORITIES PAY \$45 A DAY FOR SERVICES PROVIDED FOR THE RESIDENTS.

THERE ARE ALTOGETHER 37 EMPLOYEES IN THE AVIK HOME AND SOME OF THEM ARE HOSPITAL STAFF. MANY OF THE RESIDENTS SUFFER FROM

PHYSICAL DEFICIENCIES BECAUSE OF THEIR AGE AND THAT'S WHY THEY ARE ASSISTED IN HOUSEHOLD WORK, WASHING, EATING AND MOVING AROUND. MANY OF THE RESIDENTS HAVE LIVED VERY ISOLATED LIVES AND ARE NOT USED TO TAKING CARE OF THEIR OWN AFFAIRS. MOST OF THE SERVICES CONSIST OF TAKING CARE OF PERSONAL AND SOCIAL AFFAIRS AND RECREATION.

### THE MARJAANA HOME

THE MARJAANA HOME IN FINLAND WAS OPENED IN 1985. IT IS A HOME FOR THE MULTIHANDICAPPED DEAF-BLIND YOUNG PEOPLE WHO HAVE FINISHED THEIR COMPREHENSIVE SCHOOL. THERE IS ROOM FOR EIGHT YOUNG PERSONS IN THE MARJAANA HOME.

THE FEES AND PENSION ARE DETERMINED BY THE SAME PRINCIPLES AS IN AVIK. LOCAL AUTHORITIES PAY \$140 A DAY FOR THE SERVICES



PROVIDED FOR THE RESIDENTS.

THERE ARE 9 EMPLOYEES IN THE MARJAANA HOME. THE YOUNG PEOPLE ARE TAUGHT SKILLS THAT ARE NEEDED IN EVERYDAY LIFE SUCH AS PERSONAL HYGIENE, CLEANING, WASHING CLOTHES, AND COOKING. THERE IS ALSO OCCUPATIONAL THERAPY AND HOBBY CRAFTS FOR THE RESIDENTS.

### THE ALTERNATE MORNING PROGRAM:

### PATHWAYS TO INDEPENDENCE IN THE COMMUNITY

BY LAURA DURAN, SUPERVISOR, DAILY LIVING  
SKILLS DEPARTMENT

TO MOST OF US, A SHOPPING TRIP IS A ROUTINE ACTIVITY THAT WE DON'T PUT TOO MUCH THOUGHT INTO. WE GET OUR MONEY, HOP INTO THE CAR, PURCHASE OUR ITEMS, AND DRIVE HOME. FOR THE CLIENTS INVOLVED IN THE ALTERNATE MORNING PROGRAM (AMP), AT THE

HELEN KELLER NATIONAL CENTER, THIS ACTIVITY IS PART OF THEIR WEEKLY TRAINING PROGRAM. AMP IS DESIGNED TO PROVIDE A VARIETY OF COMMUNITY EXPERIENCES TO THE INDIVIDUAL WITH MINIMAL EXPERIENCES IN THE COMMUNITY. THE EXPERIENCES OFFERED RANGE FROM WEEKLY SHOPPING AND RESTAURANT TRIPS TO OUTINGS TO PICK PUMPKINS AND STRAWBERRIES.

THE GOALS OF THE PROGRAM FOCUS ON TRAINING AND PARTICIPATION. TRAINING INCLUDES OBJECTIVES THAT ARE ADDRESSED WEEKLY, AS IN THE SHOPPING AND RESTAURANT TRIPS. FOR EXAMPLE, IT IS NECESSARY FOR A CLIENT TO DETERMINE WHAT HE/SHE WILL NEED TO PURCHASE IN THE STORE. A VARIETY OF METHODS ARE USED TO ELICIT THIS TYPE OF INFORMATION. OBJECT CUES CONSISTING OF EMPTY CONTAINERS OF PERSONAL ITEMS THAT THE



CLIENT HAS SAVED DURING THE WEEK ARE PAIRED WITH THE SIGN FOR THE ITEM. OCCASIONALLY, THESE OBJECT CUES ARE BROUGHT INTO THE STORE TO SERVE AS A STIMULUS FOR CHOICE AMONG VARIOUS ITEMS. COMMUNICATION BOOKS ARE USED BOTH AT THE CENTER AND OUT IN THE COMMUNITY. THESE BOOKS PROVIDE THE LANGUAGE BASE NEEDED TO ENABLE THE CLIENT TO INITIATE MAKING HIS/HER NEEDS KNOWN TO BOTH STAFF AND STORE PERSONNEL.



Theresa Fullman, client, demonstrates the use of her communication book during a shopping trip.



SINCE COMMUNICATION IS INHERENT IN THIS PROGRAM, AMP INVOLVES THE PARTICIPATION OF STAFF FROM THE COMMUNICATIONS LEARNING CENTER (CLC). INFORMATION NECESSARY TO PROVIDE COMPREHENSIVE PROGRAMMING FOR THE CLIENT IS GLEANED FROM ALL RELEVANT AREAS AT THE CENTER (I.E., MOBILITY, BEHAVIOR MODIFICATION, ETC.). THE BEHAVIOR MODIFICATION DEPARTMENT IS INVOLVED IN PROVIDING TRAINING IN AMP AS WELL AS DEVELOPING BEHAVIORIAL PLANS TO ENABLE INDIVIDUALS TO FUNCTION OUT IN THE COMMUNITY. THE DAILY LIVING SKILLS DEPARTMENT (DLS) FORMULATES MONEY GOALS FOR EACH CLIENT. THE PROCESS INCLUDES COLLECTING AND STORING MONEY, COUNTING MONEY, ESTIMATING COST OF PURCHASES, PAYING FOR PURCHASES, AND WAITING FOR CHANGE. DEVICES



**SUCH AS CALCULATORS ARE USED WHEN APPROPRIATE TO ENHANCE THESE SKILLS.**

**SPECIFIC DINING SKILL OBJECTIVES ARE ALSO DEVELOPED FOR EACH CLIENT. TRAINING OCCURS IN THE RESTAURANT SETTING. AS SOCIALIZATION IS CLOSELY LINKED TO COMMUNICATION, IT IS ALSO HIGHLY STRESSED IN THIS PROGRAM.**



Clients and staff enter a local restaurant during a recent outing.

**THE CLIENTS INVOLVED IN AMP USUALLY HAVE HAD MINIMAL OPPORTUNITIES TO DEVELOP THESE SKILLS. INTERACTING SOCIALLY WITH STAFF, PEERS,**



AND THE PUBLIC ARE OBJECTIVES ADDRESSED DURING THE ENTIRE COMMUNITY EXPERIENCE.

THE VOLUNTEER OFFICE IS ALSO INVOLVED WITH AMP. A VOLUNTEER REGULARLY PARTICIPATES IN THIS PROGRAM, ENABLING CLIENTS TO BENEFIT FROM THE COMMUNITY EXPERIENCE.

THE PHILOSOPHY OF AMP REVOLVES AROUND THE CONCEPTS OF INDEPENDENCE AND MAKING CHOICES. INDEPENDENCE IS DEFINED AS DOING AS MUCH FOR ONESELF AS POSSIBLE. THE POSSIBILITIES MAY RANGE FROM HOLDING ONTO ONE'S OWN MONEY TO USING A CALCULATOR TO DETERMINE THE CHANGE DUE. MAKING CHOICES IS WHAT LIFE IS ALL ABOUT. HERE THE CHOICES MAY INCLUDE DECIDING WHAT TO PURCHASE IN A STORE OR WHAT TO ORDER IN A RESTAURANT. GROWTH IS MEASURED BY THE CONFIDENCE IN



ONE'S OWN ABILITY TO MAKE A CHOICE.

INITIALLY, CONSISTENCY DURING INSTRUCTION IS NECESSARY TO PARTICIPATE IN A COMMUNITY EXPERIENCE. EVENTUALLY, VARIABLES ARE INTRODUCED TO PATTERN A MORE REALISTIC LIFE EXPERIENCE (I.E., RUNNING OUT OF MONEY DUE TO INADEQUATE PLANNING OR BUYING TOO MUCH).

THE KEY TO THE TRAINING PROGRAM PROVIDED IN AMP IS THE WAY IN WHICH IT ENHANCES AN INDIVIDUAL'S QUALITY OF LIFE. MANY TIMES THAT CAN ONLY BE MEASURED BY THE TRANSFERENCE OF SKILLS THAT OCCURS ACROSS PROGRAM BOUNDARIES. HERE AT THE CENTER, WHEN A CLIENT BEGINS TO INDICATE NEEDS AND DESIRES DURING TIMES WHEN HE/SHE IS NOT INVOLVED IN THE ALTERNATE MORNING PROGRAM, AND TO STAFF HE/SHE DOES NOT WORK WITH IN THIS PROGRAM, WE KNOW THE CONNECTION

BETWEEN WHAT HAPPENS IN THE PROGRAM AND WHAT CAN HAPPEN IN REAL LIFE HAS BEEN MADE.

GENERALIZATION OF SKILLS TO NEW ENVIRONMENTS IS A MAJOR CONSIDERATION OF THIS PROGRAM, AS IT IS WITH THE ENTIRE CENTER. AN ESCORT FROM THE CENTER ALWAYS ACCOMPANIES A CLIENT FROM THE PROGRAM TO EXPLAIN AND DEMONSTRATE THE SKILLS THE CLIENT HAS ACQUIRED OUT IN THE COMMUNITY. TRANSFERENCE OF SKILLS AFTER TRAINING IS VISUALLY EVIDENT WHEN THE INDIVIDUAL IS GIVEN THE OPPORTUNITY TO ACCESS HIS/HER HOME COMMUNITY IN A WAY THAT EXPANDS UPON HIS/HER DEMONSTRATED SKILLS AND POTENTIAL.



LENDING DEAF-BLIND PEOPLEA HELPING HAND

BY THOMAS FLANNERY (REPRINTED WITH  
PERMISSION OF THE INDEPENDENT STUDENT  
NEWSPAPER AT BOSTON UNIVERSITY, BOSTON,  
MASS.)

DEAF-BLIND PEOPLE ARE GETTING A "HELPING  
HAND" COMMUNICATING, THANKS TO TWO  
CALIFORNIA-BASED RESEARCHERS WHO COMBINED  
TRADITIONAL SIGN LANGUAGE AND EMERGING FIELD  
ROBOTICS.

DEBORAH GLIDEN, ASSOCIATE DIRECTOR OF THE  
REHABILITATION ENGINEERING CENTER AT THE  
SMITH-KETTEWELL EYE RESEARCH FOUNDATION IN  
SAN FRANCISCO, CA., AND DAVID L. JAFFEE, A  
RESEARCH BIOMEDICAL ENGINEER AT THE  
REHABILITATION RESEARCH AND DEVELOPMENT  
CENTER, ALSO LOCATED IN CALIFORNIA, AT THE

PALO ALTO VETERANS ADMINISTRATION MEDICAL CENTER, HOPE THEIR COMPUTERIZED MECHANICAL HAND WILL HELP THE ESTIMATED 15,000 DEAF-BLIND PEOPLE IN THE UNITED STATES COMMUNICATE WITH THE SIGHTED AND HEARING WORLD.

"WHILE MANY DEAF-BLIND PEOPLE CAN EXPRESS THEMSELVES BY SPEAKING VIA SIGN LANGUAGE, THEY REQUIRE A 'HANDS-ON' SYSTEM FOR RECEIVING COMMUNICATION," THE TEAM SAID IN A REPORT RECENTLY APPEARING IN SOMA: ENGINEERING FOR THE HUMAN BODY, A QUARTERLY PUBLICATION OF THE AMERICAN SOCIETY OF MECHANICAL ENGINEERS.

"A DEAF-BLIND PERSON CAN 'LISTEN' TO FINGERSPELLING BY PLACING HIS OR HER HAND IN CONTACT WITH THE HAND OR HANDS OF THE PERSON FINGERSPELLING OR SIGNING," THEY SAID.



BUT, ACCORDING TO THE REPORT, THIS METHOD OF COMMUNICATION HAS NUMEROUS DRAWBACKS. VERY FEW HEARING AND SIGHTED PEOPLE ARE FAMILIAR WITH MANUAL COMMUNICATION SYSTEMS; PROFESSIONAL INTERPRETERS ARE EXPENSIVE AND OFTEN DIFFICULT TO FIND; AND FREQUENTLY TWO INTERPRETERS MUST BE USED BECAUSE OF THE FATIGUE FACTOR INHERENT WITH TACTILE, OR HAND-TO-HAND COMMUNICATION.

DEXTER, A FINGERSPELLING ROBOTIC HAND, RESEMBLES A MECHANICAL VERSION OF A RATHER LARGE HUMAN HAND PROJECTING VERTICALLY OUT OF A BOX. THE THUMB AND FOUR FINGERS ARE JOINTED AT THE PALM, GIVING THE FINGERS A RANGE OF MOTION SIMILAR TO ITS COUNTERPART. THE THUMB CAN BOTH SWEEP ACROSS THE PALM AND MOVE PERPENDICULAR TO IT, WHILE THE ENTIRE HAND CAN ROTATE 180 DEGREES AT THE

WRIST.

ADJACENT TO THE BOX IS A TYPEWRITER-LIKE KEYBOARD. WHEN A LETTER ON DEXTER'S KEYBOARD IS PRESSED, A COMBINATION OF AIR PRESSURE AND SPRING-DRIVEN CABLES CONTROLLED BY A MICROPROCESSOR ALLOW DEXTER TO FLEX AND EXTEND LIKE A HUMAN HAND AND FORM THE MANUAL ALPHABET.

THE RESEARCHERS SAY DEXTER CAN CURRENTLY PRODUCE ABOUT TWO LETTERS PER SECOND. AND ALTHOUGH DEXTER CANNOT DUPLICATE ALL THE FLUID MOTIONS OF A HUMAN FINGERSPELLER MOVING FROM ONE LETTER OF THE MANUAL ALPHABET TO ANOTHER, IT DOES DUPLICATE THE MOTION OF EACH LETTER EXACTLY. IN ITS CURRENT VERSION, DEXTER RETURNS TO A NEUTRAL POSITION AFTER EACH LETTER, THUS LIMITING ITS SPEED.



"DESPITE THESE SHORTCOMINGS, USERS OF DEXTER HAVE EXPERIENCED LITTLE DIFFICULTY IN ACCOMMODATING TO THE MACHINE," SAID GLIDEN.

A SMALL GROUP OF DEAF-BLIND PEOPLE WHO TESTED DEXTER WERE ABLE TO IDENTIFY MOST OF THE LETTERS PRESENTED BY THE ROBOTIC HAND. NONE OF THE SUBJECTS RECEIVED INSTRUCTIONS AND ALL WERE CORRECTLY INTERPRETING DEXTER'S SENTENCES IN LESS THAN AN HOUR. "THERE WERE NO NEGATIVE COMMENTS MADE CONCERNING ITS MECHANICAL NATURE OR ANY OTHER ASPECT OF THE SYSTEM," SAID JAFFE.

FUTURE TESTS WILL INVESTIGATE LONG-TERM USE OF DEXTER, OPTIMUM CONFIGURATIONS OF LETTERS AND RATE OF PRESENTATION. ONE POSSIBILITY IS TO MODIFY THE MANUAL ALPHABET TO USE ONLY THE THUMB AND TWO FINGERS, THUS REDUCING DEXTER'S SIZE AND COMPLEXITY.

BOTH GLIDEN AND JAFFE SAY DEXTER IS NOT INTENDED TO SIMPLY REPLACE OR FACILITATE TRADITIONAL FACE-TO-FACE COMMUNICATION TECHNIQUES USED BY DEAF-BLIND PEOPLE. BECAUSE DEXTER RESPONDS TO COMPUTER INPUT, IT CAN BE CONNECTED TO A TELECOMMUNICATION DEVICE FOR THE DEAF PROVIDING TELEPHONE COMMUNICATION, OR TO COMPUTERS TO PROVIDE VOCATIONAL TRAINING.



# NATURAL HISTORY





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NAT-CENT NEWS

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Sands Point, NY 11050

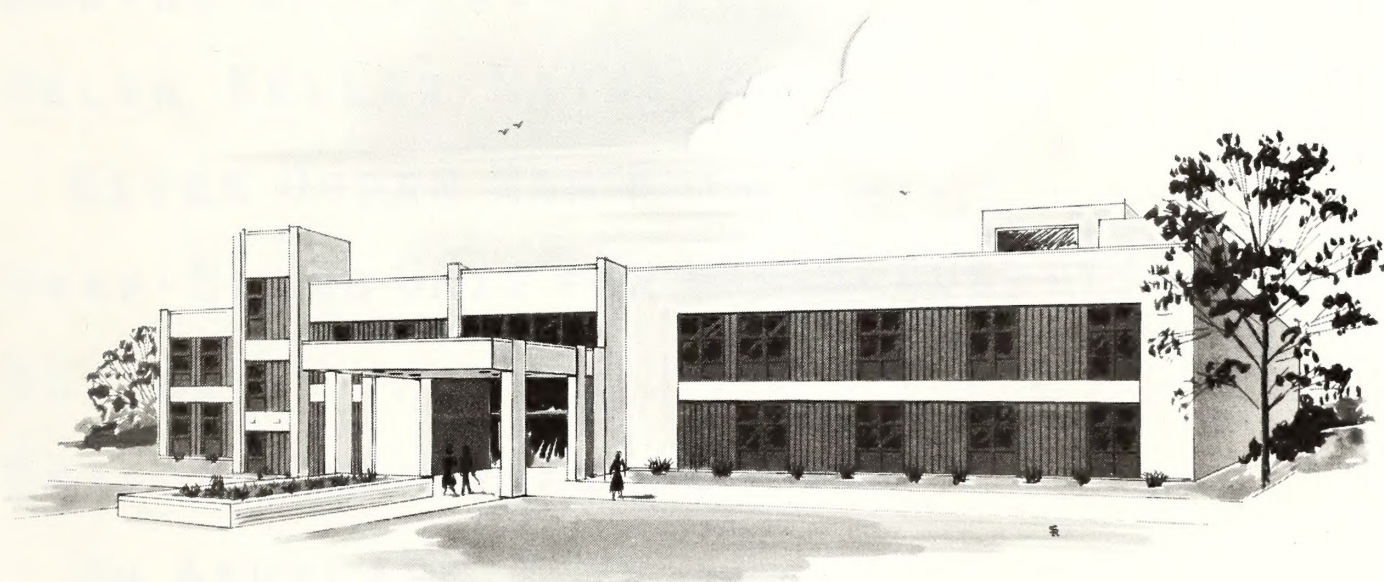
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NEW YORK, NY 10011





# NAT-CENT NEWS



Published 3 times a year by:

Helen Keller National Center for Deaf-Blind Youths and Adults

111 Middle Neck Rd.

Sands Point, N.Y. 11050

Tel.: Area Code 516-944-8900

Operated by Helen Keller Services for the Blind

EDITOR — ROBERT J. SMITHDAS, L.H.D., Litt. D., L.H.D.

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Vol. 18 No. 3  
May 1988

The activities of the Helen Keller National Center for Deaf-Blind Youths and Adults reported herein were supported by funds from the U.S. Department of Education, Office of Special Education and Rehabilitation Services. However, the opinions or policies expressed herein do not necessarily reflect those of the U.S. Department of Education.



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1  
EDITORIAL

OPINIONS! OPINIONS!

BY ROBERT J. SMITHDAS, LHD, LITT.D, LHD

I HAVE BEEN THE EDITOR OF NAT-CENT NEWS SINCE ITS INCEPTION IN 1969, SHORTLY AFTER THE HELEN KELLER NATIONAL CENTER BEGAN ITS SMALL, LIMITED SERVICE PROGRAM IN TEMPORARY HEADQUARTERS IN NEW HYDE PARK, NEW YORK. THE CENTER HAS GROWN INTO A FULL-FLEDGED CAMPUS WITH A NATIONAL PROGRAM OF MULTIPLE SERVICES AND ACTIVITIES, AND NAT-CENT NEWS NOW REACHES NEARLY 3500 READERS IN BOTH BRAILLE AND LARGE-PRINT IN THE UNITED STATES AND SEVERAL FOREIGN COUNTRIES.

G.K. CHESTERTON, THE ENGLISH AUTHOR, ONCE DEFINED PROGRESS "AS NOTHING MORE THAN GOING ON AND ON AND ON." BUT THESE PAST EIGHTEEN YEARS HAVE BEEN FILLED WITH A FLURRY OF NEW

IDEAS AND MANY CHANGES, AND A GROWING COMMENTARY OF OPINIONS. GRADUALLY - IN A SMALL BUT INCREASINGLY INSISTENT WAY - DEAF-BLIND CONSUMERS AND THEIR FRIENDS HAVE BEGUN TO EXPRESS THOUGHTS AND CONVICTIONS THAT, UNTIL A FEW YEARS AGO, NEVER SEEMED TO SURFACE.

RECENTLY, A YOUNG MAN FROM CALIFORNIA WROTE: "I DON'T LIKE IT WHEN PEOPLE GET UNTRUE IDEAS ABOUT US HANDICAPPED AND OUR SKILLS....." I KNOW WE ARE ALL GUILTY OF PREJUDGMENTS - I'VE HAD SOME MYSELF. BUT MY POINT IS THAT SOME PEOPLE ARE NOT AS GOOD AT RESPONDING TO THE TRUTH AS OTHERS IN UNDERSTANDING OUR NEEDS OR ABILITIES. I HAVE HAD TO SAY TO SOME PEOPLE MORE THAN ONCE, "I AM NOT GOOD AT (OR USED TO) SUCH-AND-SUCH THINGS."



A PSYCHOLOGIST ASKED ME WHAT WAS THE HARDEST THING ABOUT BEING DEAF AND BLIND. ONE IS GETTING ALONG WITH PEOPLE. I HAVE HAD FRUSTRATIONS AND DIFFICULT EXPERIENCES WITH PEOPLE WHO WERE NOT GOOD AT UNDERSTANDING HOW HARD IT CAN BE TO BE BURDENED WITH TWO SEVERE DISABILITIES.

A YEAR AGO, IN A MAGAZINE FOR THE DEAF-BLIND, I READ AN ITEM WRITTEN BY A SIGHTED-HEARING WOMAN WHO IS MARRIED TO A DEAF-BLIND MAN AND WHO SERVES AS THE MAGAZINE'S EDITOR. SHE WROTE THAT SHE AND HER HUSBAND HAD ATTENDED A CONFERENCE SPONSORED BY PROFESSIONAL WORKERS FOR THE DEAF-BLIND IN THEIR REGION, WHICH HAD PROVED VERY INTERESTING AND INFORMATIVE. BUT, SHE WONDERED, WHY HADN'T THE DEAF-BLIND BEEN INCLUDED? WHY HADN'T THEY BEEN ASKED WHAT

THEY WANTED OR NEEDED?

THERE IS NO DOUBT THAT DEAF-BLIND PEOPLE NEED THE ASSISTANCE OF PROFESSIONALLY TRAINED WORKERS WHO ARE FAMILIAR WITH THE TECHNIQUES AND METHODS THAT CAN PROVIDE THE BEST MEANS FOR A DEAF-BLIND INDIVIDUAL TO REALIZE AS MUCH INDEPENDENCE AS POSSIBLE. THE MISSING ELEMENT IS THAT THE DEAF-BLIND POPULATION IS NOT GIVEN ENOUGH OPPORTUNITY TO EXPRESS WHAT THEY FEEL WOULD BE MOST BENEFICIAL TO THEM AS INDIVIDUALS. INDIVIDUALS VARY IN ABILITIES AND CAPACITIES AND HOW THEY ADAPT THEIR SKILLS FOR DAILY LIVING NEEDS.

CONSUMERISM IS ONE OF THE MAJOR INFLUENCES IN TODAY'S MARKETPLACE FOR PRODUCTS AND SERVICES. BUT IT CAN ONLY BE EFFECTIVE IF CONSUMERS THEMSELVES EXPRESS



THEIR OPINIONS AND VIEWPOINTS AND INSIST ON THEIR NEEDS. OPINIONS CAN LEAD TO CHANGE AND IMPROVEMENTS, AND WE WANT TO HEAR FROM DEAF-BLIND CONSUMERS NOW!

### FIELD NOTES

BY JOSEPH McNULTY, ASSISTANT DIRECTOR

READERS WILL BE INTERESTED TO KNOW THAT, FOR EACH OF THE PAST THREE YEARS, THE HELEN KELLER NATIONAL CENTER HAS INCLUDED SPEAKERS FROM ST. LUKE'S ROOSEVELT DEVELOPMENTAL DISABILITIES CENTER (DDC) AT ITS ANNUAL AFFILIATE MEETING. IN 1985 BARBARA FEDUN, COORDINATOR OF NURSING AT DDC, INFORMED US OF AN ALARMING DEVELOPMENT OF LATE-EMERGING MANIFESTATIONS OF CONGENITAL RUBELLA SYNDROME IN INDIVIDUALS WHO ARE REACHING THEIR LATE TEENS AND EARLY TWENTIES. THESE SYMPTOMS

INCLUDE - BUT ARE NOT LIMITED TO - GLAUCOMA, THYROID DISEASE, DIABETES, AND PROGRESSIVE HEARING LOSS.

SINCE THE MID-1960'S STAFF AT THE DDC HAVE BEEN FOLLOWING OVER 200 INDIVIDUALS WHO HAVE CONGENITAL RUBELLA SYNDROME (CRS). THEY EXPRESSED AN INTEREST IN FINDING OUT IF OTHER AGENCIES THROUGHOUT THE COUNTRY WERE FINDING THE SAME, OR OTHER, MANIFESTATIONS IN THIS POPULATION. COINCIDENTALLY, THE HKNC HAD BEEN RECEIVING REQUESTS FOR INFORMATION AND ASSISTANCE FROM OTHER AGENCY PROGRAMS WHICH WERE OBSERVING SIMILAR SUDDEN AND INEXPLICABLE CHANGES IN THE BEHAVIOR OF SOME OF THEIR RUBELLA CLIENTS.

IN THE FALL OF 1987, HKNC AND ST. LUKE'S DDC BECAME INVOLVED IN A JOINT EFFORT TO ACHIEVE THE FOLLOWING GOALS: 1. TO CONTACT



AGENCIES SERVING INDIVIDUALS WITH CRS TO FIND OUT IF THEY ARE FINDING THE SAME SYMPTOMS, PROBLEMS, AND MANIFESTATIONS. ONCE THESE AGENCIES AND INDIVIDUALS ARE LOCATED, WE HOPE TO WORK MORE CLOSELY WITH THEM TO COLLECT SPECIFIC DATA AND SHARE THIS INFORMATION. 2. TO EVENTUALLY PUBLISH A MONOGRAPH OF ARTICLES DESCRIBING THESE LATE-EMERGING MANIFESTATIONS OF CRS AND MAKE IT AVAILABLE TO PARENTS AND WORKERS IN THE FIELD OF DEAF-BLINDNESS.

ANOTHER PROJECT WE ARE UNDERTAKING IS THE DEVELOPMENT OF A QUESTIONNAIRE/SURVEY TO BE COMPLETED BY INDIVIDUAL CLIENTS WHO HAVE RECEIVED TRAINING AT THE CENTER DURING THE PAST FIVE YEARS. THE PURPOSE OF THIS SURVEY IS TO RECEIVE FEEDBACK FROM FORMER CLIENTS TO DETERMINE WHICH AREAS OF TRAINING WERE MOST

BENEFICIAL FOR THEM AND WHAT PARTS OF THE PROGRAM PROVED TO BE INADEQUATE OR LACKING IN PREPARING THEM FOR LIFE IN THEIR HOME COMMUNITIES. THIS FEEDBACK WILL BE USED TO ASSIST US IN FUTURE PROGRAM DEVELOPMENT.

### COMPUTER TERMINAL INTERFACE FOR DEAF-BLIND INDIVIDUALS

LOSS OF VISION AND HEARING IS ONE OF THE MOST ISOLATING AND HANDICAPPING OF ALL DISABILITIES. MODERN TECHNOLOGY HAS RESULTED IN MANY BENEFITS FOR DEAF-BLIND PEOPLE. SOME DEAF-BLIND INDIVIDUALS CAN ACCESS COMPUTERS THROUGH VOICE SYNTHESIZERS OR LARGE-PRINT TERMINALS; HOWEVER, MANY OTHERS CANNOT DO SO. FOR THOSE WITHOUT FUNCTIONAL VISION AND/OR HEARING, THE INABILITY TO USE INPUT/OUTPUT DEVICES WITH PERSONAL COMPUTERS



HAS SOMETIMES RESTRICTED FULL USE OF EDUCATIONAL AND REHABILITATION SERVICES AVAILABLE TO THEM.

SCIENCE APPLICATIONS INTERNATIONAL CORPORATION (SAIC) HAS PROPOSED TO DEVELOP FOR DEAF-BLIND PEOPLE APPROPRIATE SOFTWARE TO MAKE POSSIBLE DIRECT COMPUTER TERMINAL INTERFACE BETWEEN THE TELEBRAILLE AND PERSONAL COMPUTERS, SUCH AS THE IBM-PC OR THE COMMO-DORE 64-C WITHOUT ANY MODIFICATION TO THE COMMUNICATION DEVICE.



The Computer Terminal Interface System

AT THE HELEN KELLER NATIONAL CENTER THE



COMPUTER TERMINAL INTERFACE WILL BE TESTED IN EDUCATIONAL AND REHABILITATION ENVIRONMENTS WITH DEAF-BLIND CLIENTS. HKNC WILL ASSESS THE EFFECT OF THIS REAL-TIME INTERACTIVE INFORMATION SYSTEM ON BRAILLE READING SPEED AND READING COMPREHENSION. SOME OF THE AREAS TO BE EVALUATED INCLUDE: DOES THIS SYSTEM PROVIDE DEAF-BLIND INDIVIDUALS WITH USABLE INFORMATION? WILL CURRENT INFORMATION MOTIVATE USERS TO READ MORE? WHAT IS THE INDIVIDUAL'S UNDERSTANDING AND REACTION TO THE SYSTEM? WHAT HUMAN FACTORS NEED TO BE CHANGED TO IMPROVE THE SYSTEM? WHAT IMPACT DO INDIVIDUALS FEEL THIS SYSTEM WOULD HAVE ON THEIR LIVES? CAN THE SYSTEM BE EMPLOYED IN WORK SITUATIONS?

SOFTWARE TO BE DEVELOPED FOR THE BRAILLE



TERMINAL INTERFACE WILL INCLUDE A BRAILLE BOOK MACHINE, BRAILLE EDUCATIONAL GAME MACHINE, BRAILLE CALCULATOR, BRAILLE DICTIONARY, BRAILLE CLOCK/CALENDAR, BRAILLE MESSAGE MACHINE, BRAILLE WORD PROCESSOR, AND A MORSE CODE LEARNING SYSTEM.

THE EQUIPMENT IS EASY TO USE. THE DISK DRIVE, COMPUTER, MONITOR, AND TELEBRAILLE ARE ALL TURNED ON IN A SYSTEMATIC MANNER. ALL OF THE EQUIPMENT, INCLUDING THE FUNCTION KEYS, ARE



Client Rick Van Driel inserts a disk into the disk drive.

MARKED IN BRAILLE. THE FIRST ITEM TO BE



TESTED AT THE HELEN KELLER NATIONAL CENTER IS A "BRAILLE READER", AND THE "HELEN KELLER STORY" IS THE FIRST DISK TO BE USED.

FUNCTION KEYS ARE USED TO START THE STORY, EITHER AT THE BEGINNING OR AT THE LAST PAGE READ, AND SPEED OF READING CAN BE ADJUSTED EITHER FASTER OR SLOWER AS NEEDED.

FOR ADDITIONAL INFORMATION REGARDING THE COMPUTER TERMINAL INTERFACE FOR THE DEAF-BLIND, CONTACT CARL FRANCKOWSKI, SENIOR INSTRUCTOR, BLINDNESS, COMMUNICATIONS LEARNING CENTER; OR BRIAN MCCARROLL, INSTRUCTOR, DAILY LIVING SKILLS, HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS, 111 MIDDLE NECK ROAD, SANDS POINT, NY 11050.



WORTHY OF PRAISE

ON JANUARY 19, 1988, MRS. JERRY JAMERSON OF CUMBERLAND, VIRGINIA, A FORMER CLIENT OF THE HELEN KELLER NATIONAL CENTER, WAS SWORN IN AS A MEMBER OF THE LIONESS AUXILIARY OF THE LIONS CLUB IN BUCKINGHAM COUNTY, VIRGINIA.

JERRY, AS HER FRIENDS KNOW HER, HAS BEEN EXTREMELY ACTIVE AS A SPEAKER ON THE SUBJECT OF DEAF-BLINDNESS, GIVING PRESENTATIONS FOR SCHOOLS, CHURCH GROUPS, AND CIVIC CLUBS IN THE VIRGINIA AREA. JERRY IS ACCOMPANIED BY HER GUIDE DOG, TRAVIS, AND TOGETHER THEY DEMONSTRATE HOW A PERSON CAN OVERCOME THE PROBLEMS OF LIVING WITHOUT SIGHT AND HEARING.

JERRY IS ALSO A SKILLED CRAFTSWOMAN WHO HAS WON A NUMBER OF PRIZES - SEVERAL OF THEM FIRST-PLACE PRIZES - AT LOCAL, COUNTY,

AND STATE ARTS AND CRAFTS FAIRS.

JERRY JAMERSON, WHO IS POSSIBLY THE ONLY DEAF-BLIND MEMBER OF THE LIONESSES IN THIS COUNTRY, SAYS: "I JOINED THE LIONS CLUB HERE IN BUCKINGHAM COUNTY TO BETTER HELP THE DEAF, THE BLIND, AND THE DEAF-BLIND. I AM KNOCKING MYSELF OUT TELLING PEOPLE ABOUT THE DEAF-BLIND, BUT I AM HELPING MYSELF BY DOING SO. I MEAN, IF PEOPLE UNDERSTAND DEAF-BLINDNESS, THEY CAN HELP ME BETTER, TOO, AND MAKE LIFE A LOT EASIER FOR ME. WHEN PEOPLE UNDERSTAND AND HELP THE HANDICAPPED, THEY ALSO MAKE LIFE EASIER FOR ALL."



HELEN KELLER NATIONAL CENTERGIVES OGDEN MAN HOPE

(REPRINTED WITH PERMISSION OF THE  
STANDARD EXAMINER, OGDEN, UTAH)

THAT SLIGHTLY QUEASY FEELING YOU GET WHEN  
A PLANE ROCKS THROUGH A POCKET OF TURBULENT  
AIR IS THE FEELING RICK VAN DRIEL LIVES FOR.  
"I LOVE TURBULENCE, WHEN YOU REALLY GET THE  
SENSE OF MOTION. THERE'S A SENSE OF  
FREEDOM YOU GET IN FLIGHT. BEST OF ALL IS A  
HELICOPTER OR SMALL PLANE BECAUSE YOU REALLY  
KNOW YOU'RE MOVING IN THOSE. OF COURSE, I  
CAN'T SEE THE VIEW," HE SAYS WITH A LAUGH.  
"NOT THAT THERE'S MUCH TO SEE - JUST CLOUDS,  
RIGHT?"

RICK IS BLIND. HE ALSO SUFFERS FROM A  
SIGNIFICANT HEARING LOSS. THE DUAL HANDICAP  
HAS TOSSED A DOUBLE DOSE OF ROUGH SPOTS INTO

HIS LIFE. BUT THE IRREPRESSIBLE 24-YEAR-OLD OGDEN, UTAH, RESIDENT IS DETERMINED TO BUILD A LIFE FOR HIMSELF JUST THE SAME. HE HAS SPENT THE PAST SEVERAL MONTHS IN NEW YORK AT THE HELEN KELLER NATIONAL CENTER LEARNING SKILLS THAT WILL HELP HIM TAKE MORE CONTROL OF HIS LIFE. AND, THOUGH THERE ARE OCCASIONAL BUMPS, HE'S ENJOYING THE RIDE. "THE WORLD WILL NEVER CRUNCH YOU IF YOU KEEP UPBEAT," HE SAYS.

RICK WAS BORN 3 1/2 MONTHS PREMATURE, HIS LUNGS NOT FULLY DEVELOPED. DOCTORS TOLD HIS PARENTS THAT, FOR HIM TO BREATHE, THE INCUBATOR WOULD HAVE TO BE FLOODED WITH OXYGEN. THE HEAVY DOSE OF OXYGEN COULD CAUSE BLINDNESS, DEAFNESS OR MENTAL RETARDATION. HIS PARENTS AGONIZED OVER THE DECISION OF DECIDING WHETHER TO TAKE A



GAMBLE THAT IT WOULD SUCCEED OR LET HIM DIE, "BECAUSE WITHOUT THE OXYGEN, HE WOULD DIE," SAID HIS MOTHER, ANNIE VAN DRIEL.

HIS SIGHT DISAPPEARED BY THE TIME HE WAS THREE MONTHS OLD AND ABLE TO BE TAKEN HOME. HIS HEARING PROBLEM WASN'T DETECTED UNTIL HE WAS ABOUT SIX YEARS OLD WHEN HE WAS PLAYING WITH A TOY CALLED "THE FARMER SAYS" THAT PLAYS THE SOUNDS OF DIFFERENT ANIMALS. RICK NOTICED HE COULDN'T HEAR THE SOUNDS UNLESS HE HELD THE TOY CLOSE TO HIS EAR.

RICK'S PARENTS HAD HIS HEARING CHECKED AND TESTS INDICATED HE HAD A MEDIUM-TO-SEVERE HEARING LOSS. HE BEGAN WEARING HEARING AIDS ON BOTH EARS WHICH IMPROVED THE LOSS TO MILD-TO-MEDIUM, WHICH MEANS HE CAN HEAR AND UNDERSTAND MOST SPOKEN

**CONVERSATION.**

**GOING TO SCHOOL PRESENTED ANOTHER CHALLENGE. RICK ENDED UP GOING TO THE UTAH SCHOOL FOR THE BLIND IN OGDEN. SCHOOL OFFICIALS SAY HE WAS EDUCATED AS A BLIND STUDENT BECAUSE HIS HEARING AIDS ENABLED HIM TO UNDERSTAND MOST CLASSROOM CONVERSATION.**

**BECAUSE OF HIS FRAIL CONDITION, HE WAS SICK MUCH OF THE TIME AND HE SAYS HE REALLY DIDN'T TAKE MUCH INTEREST IN THINGS UNTIL THE SUMMER WHEN HE WAS SEVEN YEARS OLD. HIS FAMILY WENT TO THE OCEAN, SOMETHING HE HAD HEARD ABOUT IN THE STORY OF PINOCCHIO. HE WAS A LITTLE DISAPPOINTED HE COULDN'T TOUCH A WHALE LIKE THE ONE IN THE STORY, BUT FEELING THE WAVES AND THE POUNDING SURF CHANGED HIM. "FOR THE FIRST TIME, I FELT LIKE SOMETHING WAS REALLY HAPPENING OUT THERE,"**



HE SAYS.

RICK ATTENDED THE BLIND SCHOOL UNTIL HE WAS ABOUT 20, LEAVING A YEAR BEFORE HE GRADUATED BECAUSE HE FELT HE HAD LEARNED ALL HE COULD THERE. HE BEGAN GOING TO A CENTER FOR THE BLIND IN SALT LAKE CITY, UTAH, WHERE HE COULD GET MORE MOBILITY TRAINING TO HELP HIM CROSS STREETS SAFELY, RIDE BUSES AND GET AROUND BY HIMSELF.

HE WAS THERE LAST YEAR WHEN HE HEARD OF THE HELEN KELLER NATIONAL CENTER (HKNC) IN SANDS POINT, NY. THE CENTER, ESTABLISHED BY CONGRESS IN 1967, IS FOR PEOPLE WITH SEVERE IMPAIRMENTS IN BOTH SIGHT AND HEARING. ITS GOAL IS TO TEACH DEAF/BLIND PEOPLE SKILLS THEY NEED TO GET JOBS AND LIVE ON THEIR OWN. RICK WAS ACCEPTED INTO THE CENTER AFTER MAKING AN APPLICATION AND UNDERGOING SEVERAL



MEDICAL TESTS. "I THOUGHT I WAS GOING TO ANOTHER PLANET," HE SAYS.

HE HAS BEEN AT HKNC SINCE JULY, WHERE STAFFERS HAVE BEEN ASSESSING HIM TO DETERMINE APPROPRIATE TRAINING, AS WELL AS TEACHING HIM MOBILITY AND COMMUNICATION SKILLS. HOW LONG HE REMAINS THERE HAS YET TO BE DECIDED.

SO FAR, HE HAS STARTED LEARNING SIGN LANGUAGE AND FINGERSPELLING. ALTHOUGH HE CAN'T SEE HOW THE SIGNS ARE MADE, HE USES HIS HANDS TO FEEL HOW SOMEONE ELSE MAKES THEM AND MIMICS



Rick "listens" as a student from a local Port Washington school "talks" to him using the manual alphabet.



THE MOVEMENTS. KNOWING THE MANUAL LANGUAGE ENABLES HIM TO COMMUNICATE WITH PEOPLE WHO ARE DEAF, AND ALSO EASES SOME FEARS ABOUT HIS FUTURE. "SHOULD I LOSE MY HEARING, I KNOW I WILL STILL BE ABLE TO MAKE IT . . . EVEN THOUGH I MAY END UP NEEDING THINGS SIGNED TO ME OR FINGERSPELLED TO ME," HE SAYS. DOCTORS, HE ADDS, DO NOT KNOW WHETHER HIS HEARING WILL DETERIORATE TO THE POINT OF COMPLETE DEAFNESS.

RICK IS ALSO LEARNING TO WRITE, USING A GUIDE THAT CAN BE FASTENED TO A CLIPBOARD. THE GUIDE HELPS HIM KEEP HIS LETTERS THE SAME SIZE, BUT HE HAS TO FOLLOW THE PEN WITH HIS LEFT INDEX FINGER TO GAUGE HOW MUCH SPACE TO LEAVE BETWEEN LETTERS.

HE IS MOST INTERESTED IN IMPROVING HIS MOBILITY AND THE SKILLS HE WILL NEED TO LIVE

INDEPENDENTLY. FOR RICK, ONE OF THE MORE DIFFICULT TASKS IS CROSSING A STREET SAFELY. TRAFFIC SOUNDS ARE DISTORTED TO HIM. WHAT SOUNDS "STRAIGHT" TO HIM ACTUALLY VEERS OFF TO THE RIGHT. SO WHEN HE WALKS, HE TENDS TO DRIFT RIGHT - A DANGEROUS SITUATION THAT MIGHT SOMEDAY LEAD HIM INTO THE PATH OF AN ONCOMING CAR. AND IF THE WIND IS HOWLING AROUND HIM WHILE HE IS WALKING - "FORGET IT. YOU CAN'T HEAR ANYTHING ELSE," HE SAYS. "IT'S LIKE CARRYING YOUR OWN PERSONAL JET ENGINE WITH YOU." IN THAT SITUATION, HIS INSTRUCTORS HAVE TOLD HIM TO ASK FOR HELP. HE HAS ALSO APPLIED FOR A GUIDE DOG. TAKING CABS, BUSES, AND EVENTUALLY TRAINS ARE ALSO PART OF HIS TRAINING.

RICK IS ALSO WORKING ON HOME MANAGEMENT SKILLS AT A MODEL APARTMENT AT HKNC. HIS



ULTIMATE GOAL IS TO BE ABLE TO DO THINGS SUCH AS COOK AND WASH HIS CLOTHES. "THEY'RE WORKING WITH ME NOW ON COOKING WITH A MICROWAVE OVEN. IF I GET REAL GOOD WITH THAT, THEY'LL HAVE ME WORK ON THE STOVE," HE SAYS.

THE CENTER ALSO PLANS TO PREPARE HIM TO TAKE A HIGH SCHOOL GRADUATION EQUIVALENCY EXAM. HE'S HOPING TO GET SOME KIND OF JOB, THOUGH HE SAYS HE'S READ ABOUT SO MANY DIFFERENT TOPICS THAT IT'S HARD TO NARROW HIS CHOICES. "I'M INTERESTED IN ANIMALS, I'M INTERESTED IN AIRCRAFT, I'M INTERESTED IN COMPUTERS," HE SAYS. "COME TO THINK OF IT, I WOULDN'T BE TOO UNHAPPY ABOUT MAYBE BECOMING A TEACHER FOR THE DEAF OR SOMETHING." BUT HE ADMITS HE HAS A LONG WAY TO GO IN COMPLETING HIS FORMAL

**EDUCATION.**

**READING - BY RUNNING HIS FINGERS OVER THE DOTS IN BRAILLE BOOKS, OR LISTENING TO TAPES OR RECORDS - IS HIS PASSION. THROUGH BOOKS, HE SAYS HE HAS LEARNED A LITTLE ABOUT ASTRONOMY, PHYSICS, ANIMALS AND ALL KINDS OF PLANES. "I EXPERIENCE A LOT OF THINGS THROUGH READING," HE SAYS. "I MAY NEVER PAT A TIGER, BUT I CAN READ ABOUT SOMEONE WHO HAS."**

**IF RICK HAS ONE GRIPE, IT IS WITH MUSEUMS THAT PUT THEIR DISPLAYS BEHIND FENCES AND GLASS CASES. "I HAVE NO END OF FRUSTRATION WITH THAT," HE SAYS. ONCE, A GUARD AT A MUSEUM LET HIM TOUCH A SCULPTURE OF PRIESTS SURROUNDED BY SERPENTS. "YOU COULD FEEL AND SEE THE POWER OF THE SCULPTURE."**

**BUT RICK SAYS THERE'S NOT MUCH HE CAN**



COMPLAIN ABOUT. "I'VE HAD A PRETTY HAPPY LIFE OVERALL. THERE'S NOT MUCH FOR ME TO BE BITTER ABOUT." AND THOUGH IT'S UNCERTAIN WHETHER HIS HEARING WILL DETERIORATE, HE SAYS HE'S OPTIMISTIC ABOUT HIS FUTURE. "IF I DO LOSE MY HEARING, IT WILL BE A SHOCK AND I'LL PROBABLY HAVE DAYS WHEN I FEEL SORRY FOR MYSELF. BUT, HOPEFULLY, I'LL GET OVER IT AND KEEP MY SENSE OF HUMOR."

### DEAF-BLIND UNIT FOR MASSACHUSETTS

THE MASSACHUSETTS COMMISSION FOR THE BLIND (MCB) RECENTLY ESTABLISHED A NEW UNIT TO SERVE DEAF-BLIND, RETARDED BLIND, AND PHYSICALLY DISABLED BLIND INDIVIDUALS. IT IS CALLED THE DEAF-BLIND/MULTIHANDICAPPED UNIT.

THE UNIT PROVIDES A WIDE RANGE OF REHABILITATION AND SOCIAL SERVICES TO THIS

POPULATION. THESE PEOPLE ARE ELIGIBLE FOR THE STATE SERVICES THAT OTHER PEOPLE RECEIVE. THE STAFF OF THIS UNIT CAN ASSIST DEAF-BLIND PERSONS BY THE USE OF SIGN LANGUAGE OR OTHER METHODS OF COMMUNICATION.

THIRTEEN PEOPLE STAFF THE UNIT IN VARIOUS LOCATIONS, AND MAY BE CONTACTED EITHER BY VOICE OR BY TELEPHONE DEVICES FOR THE DEAF (TDD). THE UNIT ALSO HAS A TDD ANSWERING MACHINE IN SERVICE AFTER 5 P.M. ON WEEKDAYS AND ALL DAY SATURDAY AND SUNDAY. THIS MACHINE GIVES WEEKLY INFORMATION ON MCB SERVICES, JOB OPPORTUNITIES, ACTIVITIES RELATED TO DEAF-BLINDNESS, AND COMMUNITY NOTES OF INTEREST. THIS INFORMATION WILL BE UPDATED BY THE STAFF EVERY MONDAY, AND AN EFFORT WILL BE MADE TO MAKE IT CLEAR AND EASY TO UNDERSTAND. CALLERS CAN ALSO LEAVE MESSAGES,



REQUEST INFORMATION, OR MAKE COMMENTS ON  
THE UPDATED WEEKLY MESSAGE.

### NOTICE

AMERICAN BROTHERHOOD OF THE BLIND, 18440  
OXNARD STREET, TARZANA, CA 91356, PUBLISHES  
CHILDREN'S BOOKS AND SEVERAL ITEMS OF  
INTEREST TO DEAF-BLIND PERSONS.

TWIN VISION (PRINT/BRAILLE) CHILDREN'S  
BOOKS ARE NOT SOLD, BUT ARE DISTRIBUTED FREE  
OF CHARGE TO SCHOOLS AND LIBRARIES SERVING  
THE BLIND. INDIVIDUAL BLIND CHILDREN, BLIND  
PARENTS OF SIGHTED CHILDREN, AND THOSE WHO  
WOULD BENEFIT THROUGHOUT THE UNITED STATES  
ARE SERVED THROUGH THE AMERICAN  
BROTHERHOOD'S BRAILLE CHILDREN'S LIBRARY. THE  
LIBRARY HAS SELECTIONS TO BE READ TO VERY  
YOUNG CHILDREN, AS WELL AS BOOKS OF INTEREST

THROUGH THE JUNIOR HIGH SCHOOL LEVEL.

HOT-LINE TO DEAF-BLIND IS A FREE BRAILLE NEWSPAPER PUBLISHED TWICE A MONTH AND EDITED BY A FORMER PRINT-NEWSPAPER EDITOR. DISTRIBUTION IS WORLD-WIDE AND LIMITED TO DEAF-BLIND READERS AND INSTITUTIONS SERVING DEAF-BLIND PEOPLE.

SMALL-SIZE BRAILLE CALENDARS, WHICH INCLUDE ALL MAJOR HOLIDAYS, ARE AVAILABLE FREE ON REQUEST. THEY MAY BE ORDERED IN OCTOBER FOR THE FOLLOWING YEAR.

THROUGH PUBLIC SUPPORT AND THE DEDICATION OF VOLUNTEERS WHO PERFORM ALL PRODUCTION, THE AMERICAN BROTHERHOOD FOR THE BLIND IS ABLE TO PROVIDE THESE ITEMS FREE OF CHARGE. THERE IS NO MAILING LIST, SO IF YOU WISH TO WRITE FOR ANY ITEM, PLEASE NOTE THE DEPARTMENT YOU WISH TO CONTACT ON THE



OUTSIDE OF THE ENVELOPE - LIBRARY, HOT-LINE,  
CALENDAR, ETC.

DEAF-BLIND WOMAN ALLOWED ON AIRPLANE

(EDITED FROM THE NAD BROADCASTER)

(EDITOR'S NOTE: YOUR EDITOR, AND SEVERAL MEMBERS OF THE HELEN KELLER NATIONAL CENTER'S STAFF, TESTIFIED IN THE LAWSUIT THAT MADE THIS ARTICLE A REALITY.)

DEAF-BLIND ROSA PEREA WENT FROM LUBBOCK TO AUSTIN, TEXAS, ALONE ON SOUTHWEST AIRLINES, HER FIRST FLIGHT AFTER WINNING A FOUR-YEAR BATTLE TO FLY ON THE AIRPLANE WHICH HAD EXCLUDED DEAF-BLIND PEOPLE FROM TRAVELING ALONE BECAUSE IT DEEMED THEM A SAFETY HAZARD TO OTHER PASSENGERS IN CASE OF EMERGENCIES.

PEREA, 35, WENT TO TALK TO THE CITIZENS

FOR TEXAS DISABLED MEETING AT THE STATE CAPITAL.

"I FEEL VERY GOOD ABOUT IT," ROSA SAID THROUGH A SIGN LANGUAGE INTERPRETER BEFORE SHE BOARDED THE AIRCRAFT. "THIS WILL LET DEAF-BLIND PEOPLE KNOW THAT THEY HAVE RIGHTS TOO. IT WILL OPEN OPPORTUNITIES."

A MONTH BEFORE THE FLIGHT, TRANSPORTATION SECRETARY ELIZABETH DOLE HAD OVERTURNED AN ADMINISTRATIVE LAW JUDGE'S RULING FAVORING SOUTHWEST AIRLINES. DOLE ORDERED SOUTHWEST TO IMMEDIATELY CHANGE ITS POLICY BECAUSE IT DISCRIMINATED AGAINST THE HANDICAPPED, SAID PEREA'S LAWYER. SOUTHWEST HAD BEEN THE ONLY AIRLINE WITH SUCH A POLICY.

SOUTHWEST CONTENDED THAT A DEAF-BLIND PERSON TRAVELING ALONE CONSTITUTED A SAFETY HAZARD IN AN EMERGENCY. SECRETARY DOLE SAID



THAT THE CHANCES OF THAT HAPPENING ARE SLIGHT.

THOUGH NOT AN OVERWHELMING VICTORY, THE DECISION IN FAVOR OF ROSA PEREA CAN BE A LEGAL PRECEDENT AND TOOL IN DECIDING SIMILAR CASES INVOLVING DEAF-BLIND TRAVELERS IN THE FUTURE.

### WORK EXPERIENCE

BY DENNIS P. BRADY, M.S., C.R.C.

#### WORK EXPERIENCE COORDINATOR

FOR MANY YEARS NOW, CLIENTS AT THE HELEN KELLER NATIONAL CENTER HAVE HAD THE OPPORTUNITY TO PERFORM PART-TIME JOBS TO GAIN THE EXPERIENCE OF WORKING. IN JULY, 1987, COMMUNITY WORK EXPERIENCE BECAME A NEW DEPARTMENT AT THE CENTER.

WORK EXPERIENCE JOBS ARE DIVIDED INTO TWO CATEGORIES: ON-CAMPUS AND OFF-CAMPUS.

SOME OF THE ON-CAMPUS JOBS ARE DISHWASHER, LAUNDRY WORKER, CLERICAL WORKER, COFFEE LOUNGE WORKER, TABLE WASHER AND GREENHOUSE WORKER. THE OFF-CAMPUS WORK EXPERIENCES ARE ALL REAL JOBS IN THE LOCAL COMMUNITY SUCH AS DATA ENTRY CLERK, FILE CLERK (LIBRARY), LINEN WORKER (HOSPITAL), STOCK CLERK (SUPERMARKET), CLERICAL WORKER, AND DISHWASHER. OUR GOAL AT HKNC IS TO ALLOW ALL CLIENTS THE OPPORTUNITY TO PARTICIPATE IN THE COMMUNITY WORK EXPERIENCE PROGRAM.

ONE EXAMPLE OF AN OFF-CAMPUS WORK EXPERIENCE IS THE DATA ENTRY CLERK POSITION AT THE EDUCATION ASSISTANCE CENTER (E.A.C.) IN MINEOLA, NEW YORK. RONALD HENSLEY OF INDIANAPOLIS, INDIANA WORKS THERE ONE DAY A WEEK. HE HELPED THE E.A.C. STAFF SELECT A COMPUTER PROGRAM TO HANDLE THEIR INVENTORY



RECORDS. NOW THAT THE PROGRAM HAS BEEN SELECTED, RON TRANSFERS THE INFORMATION FROM WRITTEN FILES ONTO A COMPUTER DISK. E.A.C. WILL SOON HAVE ONE CENTRAL COMPUTER FILE WITH DETAILED INFORMATION ABOUT THEIR INVENTORY (DESKS, TABLES, FILE CABINETS, CHAIRS, COMPUTERS, TYPEWRITERS, ETC.). RON SPOKE OF HIS WORK EXPERIENCE AS "MORE CHALLENGING THAN I EXPECTED. THERE ARE SO MANY DETAILS THAT NEED TO BE INCLUDED IN THIS FILE. I INCLUDE LOCATION OF EQUIPMENT, MODEL NUMBER, DATE OF PURCHASE AND OTHER INFORMATION ON EACH PIECE OF INVENTORY." WHEN ASKED IF HE ENJOYS THIS JOB, HE RESPONDED, "OH, YES! I ENJOY IT VERY MUCH. THIS WORK EXPERIENCE IS HELPING ME DECIDE WHAT KIND OF JOB I WILL LOOK FOR WHEN I LEAVE HKNC."

THE STAFF AT E.A.C. HAD NEVER WORKED



**WITH A DEAF-BLIND PERSON BEFORE RON. "I IMMEDIATELY TAUGHT THEM THE MANUAL ALPHABET AND HOW TO SIGN NUMBERS ONE THROUGH TEN.**



At the Education Assistance Center, Ron receives instructions in sign language from his supervisor.

**NOW MY SUPERVISOR, KAREN, CAN FINGERSPELL TO ME VERY EASILY. I AM TEACHING HER SOME SIGNS AS WELL." RON IS DRIVEN TO HIS WORK EXPERIENCE EACH WEEK BUT HE RETURNS TO**



HKNC USING PUBLIC TRANSPORTATION. "I MUST TAKE TWO BUSES AND THEN A TAXI. IT TAKES ME A LONG TIME BUT I LIKE BEING INDEPENDENT."

ANOTHER WORK EXPERIENCE POSITION AT HKNC IS BAKER'S ASSISTANT. THIS IS AN ON-CAMPUS WORK EXPERIENCE DONE IN THE HKNC CAFETERIA. GERALDINE MUSCETTA FROM THE BRONX, NEW YORK, WOULD LIKE TO WORK IN A BAKERY. WHEN SHE FINISHES HER PROGRAM AT HKNC, SHE PLANS TO ATTEND A TRAINING PROGRAM FOR BAKING. GERALDINE HAS GOOD COOKING AND BAKING SKILLS BUT SHE NEEDS TO LEARN HOW TO PREPARE FOOD FOR LARGE NUMBERS OF PEOPLE. A SPECIAL WORK EXPERIENCE WAS SET UP FOR HER TO ACQUIRE THESE SKILLS. SHE WORKS WITH DAN NELLIGAN, HKNC FOOD SERVICES MANAGER, AND MELIDA JOHNSON, HKNC HOME MANAGEMENT INSTRUCTOR, AND BAKES



**CAKES AND CUPCAKES EACH WEEK FOR 50 PEOPLE. GERALDINE MUST MEASURE, POUR, AND MIX LARGE AMOUNTS OF BATTER AND ICING TO DO THIS KIND OF BAKING.**



Gerry mixes cupcake batter while Melida Johnson, her instructor looks on.

**THE SKILLS SHE IS LEARNING ON HER WORK EXPERIENCE WILL HELP HER WITH HER BAKING CLASSES AND HOPEFULLY HELP HER TO GET A JOB**



IN A BAKERY.

### HERE AND THERE

RECENTLY PUBLISHED IS A COMMUNICATION GUIDE, ELECTRONIC COMMUNICATION AIDS SELECTION AND USE, BY IRIS FISHMAN. BASICALLY A RESOURCE GUIDE FOR THOSE WHO WORK WITH SPEECH AND WRITING IMPAIRMENT, IT IS ALSO DESIGNED FOR CONSUMERS, THEIR FAMILIES, SPEECH THERAPISTS, AND FOR SPECIAL EDUCATORS. FOR INFORMATION AND PRICE, CONTACT COLLEGE HILL PRESS, DIVISION OF LITTLE BROWN AND COMPANY, INC., 34 BEACON STREET, BOSTON, MA 02108.

\*\*\*\*\*

A SMALL DEVICE, WEIGHING ONLY A FEW OUNCES, THE LIGHT PROBE CAN TELL A BLIND OR DEAF-BLIND USER WHETHER A LAMP OR A CEILING

LIGHT IS ON OR OFF. AIMED AT THE SOURCE OF LIGHT, IT EMITS A LOUD BUZZING SOUND AND VIBRATES, THE INTENSITY OF THE SIGNAL INCREASING THE CLOSER IT COMES TO THE LIGHT SOURCE. PRICED AT \$19.50, IT IS AVAILABLE FROM: KENTUCKY INDUSTRIES FOR THE BLIND, 1900 BROWNSBORO ROAD, LOUISVILLE, KY 40206. THE LIGHT PROBE IS POWERED BY A 9-VOLT FLAT RADIO-TYPE ALKALINE BATTERY WHICH IS ALSO SUPPLIED.

\*\*\*\*\*

1988 MARKS THE 100TH ANNIVERSARY OF ANNE SULLIVAN'S JOURNEY TO ALABAMA TO BEGIN TEACHING HELEN KELLER AT HER FAMILY HOME IN TUSCUMBIA. IT ALSO MARKS THE 150TH ANNIVERSARY OF THE BEGINNING OF THE EDUCATION OF LAURA BRIDGMAN, THE FIRST DEAF-BLIND CHILD TO RECEIVE A FORMAL EDUCATION IN



THE UNITED STATES UNDER THE SUPERVISION OF  
DR. SAMUEL GRIDLEY HOWE, THE FIRST DIRECTOR  
OF PERKINS SCHOOL FOR THE BLIND IN  
MASSACHUSETTS.

\*\*\*\*\*

SMALL POCKET CALENDARS, 3 BY 6 INCHES IN  
SIZE, IN LARGE-PRINT AND BRAILLE, ARE AVAILABLE  
FOR SEVENTY-FIVE CENTS EACH FROM: JOYCE  
BARAJAS, VISUALLY IMPAIRED CENTER, 725 MASON  
STREET, FLINT, MI 48503.

### CAREER FAIR AT THE CENTER

ON MARCH 23, 1988, THE GENERAL PUBLIC  
WAS INVITED TO A CAREER FAIR AND OPEN HOUSE  
AT THE HELEN KELLER NATIONAL CENTER. THE  
PURPOSE OF THIS EVENT WAS TO ADDRESS THE  
CONCERNS OF HIGH SCHOOL AND COLLEGE  
STUDENTS, OR PEOPLE RETURNING TO THE WORK

WORLD, AS WELL AS COUNSELORS AND DEPARTMENT CHAIRMEN, BY PROVIDING SPECIFIC INFORMATION ABOUT EDUCATIONAL PREPARATION FOR CAREERS IN THE HUMAN SERVICES - PARTICULARLY THE FIELDS OF BLINDNESS, DEAFNESS, AND DEAF-BLINDNESS. IN THE MORNING ATTENDEES HAD THE OPPORTUNITY TO SPEAK TO STAFF AND CLIENTS AT INDIVIDUAL BOOTHS RANGING IN FOCUS FROM SPECIAL EDUCATION TO AUDIOLOGY/SPEECH/LANGUAGE THERAPY, ART THERAPY, HOME ECONOMICS, REHABILITATION COUNSELING, SOCIAL WORK, PSYCHOLOGY, AND MUCH MORE. VIDEOTAPES, PAMPHLETS, AND LISTS OF COLLEGES AND UNIVERSITIES WITH SPECIAL COURSES AND/OR DEGREE PROGRAMS, AS WELL AS OTHER RESOURCE MATERIALS, WERE AVAILABLE. THERE WAS NO FEE, BUT REGISTRATION WAS REQUIRED. HELEN KELLER SERVICES FOR THE



## BLIND COSPONSORED THE EVENT.



Laura Duran, supervisor, Daily Living Skills Department, discusses aids and devices at the Career Fair with participants.



Mary Michaud, supervisor, Mobility Department, and Lisa Rothermich, senior instructor, Low Vision Department, answer questions from participants at the Career Fair.

## CONTINUOUS GUIDED TOURS OF THE CENTER'S



CAMPUS AND TRAINING PROGRAMS WERE CONDUCTED DURING THE AFTERNOON OPEN HOUSE. EXHIBITS AND DEMONSTRATIONS OF SPECIAL DEVICES, METHODS AND SKILLS TAUGHT IN THE COMMUNICATION LEARNING CENTER, ORIENTATION AND MOBILITY, AND DAILY LIVING SKILLS, HOME MANAGEMENT, AND INDUSTRIAL ARTS DEPARTMENTS, AND MANY OTHER RELATED ASPECTS OF TRAINING WERE AVAILABLE FOR VIEWING.

THIS CAREER DAY AND OPEN HOUSE PROVED TO BE A MOST SUCCESSFUL EVENT, WITH SEVENTY PERSONS ATTENDING DURING THE DAY.





National





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NAT-CENT NEWS

HELEN KELLER NATIONAL CENTER  
FOR DEAF-BLIND  
YOUTHS AND ADULTS  
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Sands Point, NY 11050

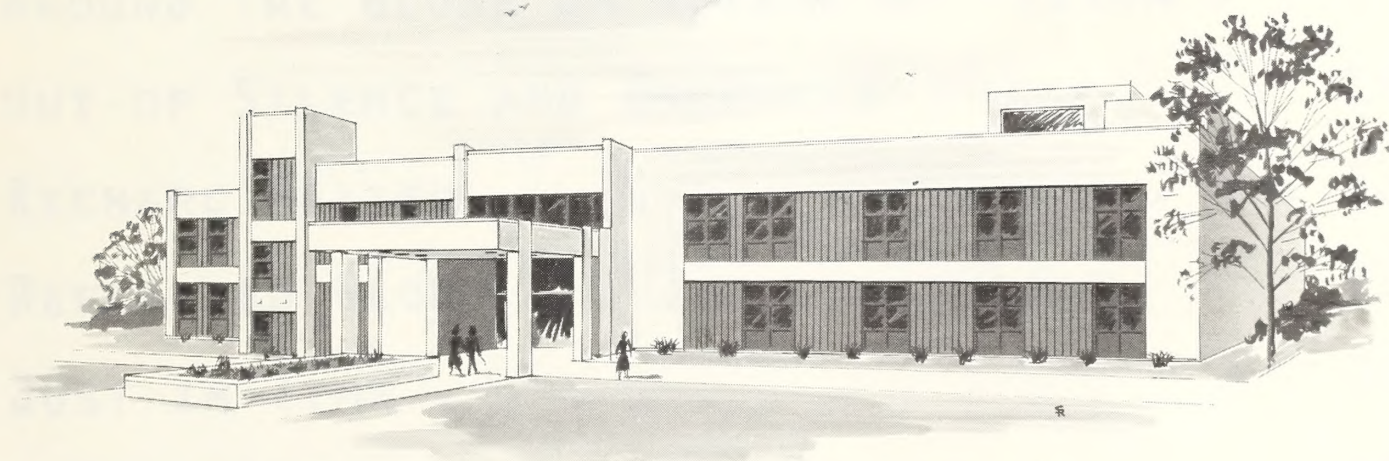
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# *NAT-CENT NEWS*



Published 3 times a year by:

**Helen Keller National Center for Deaf-Blind Youths and Adults**

111 Middle Neck Rd.

Sands Point, N.Y. 11050

Tel.: Area Code 516-944-8900

Operated by Helen Keller Services for the Blind

**EDITOR — ROBERT J. SMITHDAS, L.H.D., Litt. D., L.H.D.**

**Vol. 19 No. 1  
September 1988**





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**EDITORIAL****THE SWEDISH WAY**

BY ROBERT J. SMITHDAS, LHD, LITT.D, LHD



IN MAY OF THIS YEAR, I JOURNEYED TO SWEDEN WITH FIVE OTHERS TO ATTEND THE ANNUAL CONFERENCE OF THE SWEDISH ASSOCIATION OF THE DEAF-BLIND. SWEDEN IS NOT A LARGE COUNTRY COMPARED TO THE UNITED STATES, BUT IT HAS A POPULATION OF 1066 DEAF-BLIND PEOPLE ACCORDING TO STIG OHLSON, PRESIDENT OF THE ASSOCIATION.

SINCE 1983, THE SWEDISH INSTITUTE FOR THE HANDICAPPED, A GOVERNMENT FUNDED AGENCY, HAS BEEN CARRYING OUT AN INVESTIGATION AIMED AT GIVING DEAF-BLIND PERSONS INCREASED INDEPENDENCE AND FACILITATING THEIR CONTACT WITH OTHER PEOPLE IN THEIR COMMUNITIES WITH THE GOAL OF CREATING



GREATER POSSIBILITIES FOR ACTIVE LIVING. THE PROJECT IS CALLED METHODS, AIDS AND SYSTEM OF METHODS AND AIDS FOR THE DEAF-BLIND. THE FIRST STAGE OF THIS INVESTIGATION WAS TO SURVEY EXISTING AIDS THAT CAN BE USED BY DEAF-BLIND PERSONS WITHOUT ANY RESIDUAL HEARING AND SIGHT. IT RESULTED IN A CATALOG, "AIDS FOR THE DEAF-BLIND, APRIL 1985," WHICH IS AVAILABLE IN BOTH PRINT AND BRAILLE AND CAN BE ORDERED FROM ICTA INFORMATION CENTRE, Box 303, S-161 26 BROMMA, SWEDEN. THE CATALOG COVERS A WIDE VARIETY OF AIDS AND DEVICES, MECHANICAL AND ELECTRONIC, THAT ARE PRODUCED IN VARIOUS COUNTRIES.

THE SECOND STAGE OF THE PROJECT WAS TO HOLD IN-DEPTH INTERVIEWS WITH DEAF-BLIND PERSONS IN ORDER TO DOCUMENT THEIR DAY-TO-

DAY LIVING SITUATIONS AND NEEDS. THE COLLECTED MATERIAL AND INFORMATION WILL BE ANALYZED AND WILL PROVIDE SUGGESTIONS FOR IMPROVING LIVING STANDARDS IN THE FUTURE. THESE INTERVIEWS STRIVE TO IDENTIFY AND DOCUMENT THE PRACTICAL DIFFICULTIES THAT DEAF-BLIND PERSONS ENCOUNTER IN ORDINARY DAY-TO-DAY LIFE, AND ALSO MAP AND DESCRIBE ALREADY EXISTING SOLUTIONS TO PROBLEMS. SPECIAL ATTENTION IS GIVEN TO COMMUNICATION, INFORMATION, LIVING AND EXTERNAL ENVIRONMENTS FOR THE DEAF-BLIND.

EVENTUALLY IT IS PROPOSED TO PRODUCE A BROCHURE DESCRIBING THE PROBLEMS RELATED TO DEAF-BLINDNESS THAT WILL DESCRIBE THE VARIOUS WAYS IN WHICH THEY CAN BE ALLEVIATED, AND WHAT IS AVAILABLE IN THE WAY OF ASSISTIVE AIDS AND DEVICES TO



OVERCOME THE DUAL HANDICAP.

THE SWEDISH GOVERNMENT SUPPLIES ALL AIDS AND DEVICES TO DEAF-BLIND INDIVIDUALS AT NO COST. THIS IS A TREMENDOUS ADVANTAGE CONSIDERING THE COST OF PRODUCING SPECIALIZED DEVICES FOR THE DISABLED. WHILE VISITING THE SWEDISH TECHNICAL CENTER WHERE MANY OF THESE DEVICES ARE DEVELOPED AND PRODUCED, I WAS DISAPPOINTED NOT TO BE ABLE TO INSPECT MANY OF THE AIDS CURRENTLY AVAILABLE, AS MOST OF THEM WERE OUT ON LOAN FOR DEMONSTRATION PURPOSES. HOWEVER, IT WAS OBVIOUS THAT SWEDEN IS VERY PROGRESSIVE IN CARING FOR ITS DEAF-BLIND POPULATION, PROVIDING NEEDED ASSISTIVE DEVICES THAT OTHERWISE WOULD BE TOO COSTLY FOR THE INDIVIDUAL DEAF-BLIND PERSON, AND IN THE EFFORT TO EVALUATE THE OVERALL QUALITY OF

LIFE FOR THESE SEVERELY DISABLED PEOPLE.

THE GOVERNMENT OF SWEDEN ALSO SPONSORS THE ANNUAL CONFERENCE OF THE SWEDISH ASSOCIATION OF THE DEAF-BLIND WITH EXCELLENT SUPPORT FROM TRAINED INTERPRETERS. SWEDEN IS MAKING EXCELLENT PROGRESS IN PROVIDING ITS DEAF-BLIND POPULATION WITH AN ENVIABLE MEASURE OF SUPPORTIVE SERVICE.

IN RETROSPECT: HELEN KELLER DEAF-BLIND  
AWARENESS WEEK

THIS PAST SUMMER THE HELEN KELLER NATIONAL CENTER AND OTHER NATIONAL AGENCIES AND ORGANIZATIONS ANNOUNCED THE FIFTH NATIONAL CELEBRATION OF HELEN KELLER DEAF-BLIND AWARENESS WEEK, JUNE 26 - JULY 2. THE LAST WEEK OF JUNE WAS FIRST DESIGNATED



BY CONGRESSIONAL RESOLUTION AND PRESIDENTIAL SIGNATURE IN 1984 TO PROMOTE AN AWARENESS OF, AND SENSITIVITY TO, THE NEEDS AND ABILITIES OF AMERICANS WHO ARE DEAF-BLIND OR VISION AND HEARING IMPAIRED.

"THIS IS A TIME TO FOCUS ON IMPROVING THE QUALITY OF LIFE FOR PEOPLE WITH A DUAL SENSORY LOSS ... ONE OF THE MOST SEVERE DISABILITIES," NOTES STEPHEN S. BARRETT, M.ED., DIRECTOR OF HKNC. "THE WEEK ALSO DRAWS NATIONAL ATTENTION TO THE NEED FOR CONTINUED REHABILITATION TRAINING SERVICES, ACCESS TO BOTH HOUSING AND EMPLOYMENT ALTERNATIVES, AND RECREATION AND SOCIALIZATION OPPORTUNITIES WITHIN THE COMMUNITY."

JUST AS DEAF-BLINDNESS CAN BUILD A COMMUNICATION WALL BETWEEN AN INDIVIDUAL

AND HIS WORLD, SO CAN THE ATTITUDES OF PERSONS WHO ARE SIGHTED-HEARING. THE BARRIER THEY BUILD IS A WALL OF INDIFFERENCE, DETACHMENT, AND DISCOMFORT. IN MANY RESPECTS, THIS IS THE MOST IMPENETRABLE WALL OF ALL.

THIS YEAR'S THEME, "START BY SAYING HELLO", FOCUSED ON COMMUNICATION AS A FIRST STEP TO BREAK DOWN BARRIERS AND ALLEVIATE MISUNDERSTANDINGS. IT IS A STEP THAT LEADS TO SUCCESSFUL LIVING IN THE COMMUNITY--WITH NEIGHBORS, CO-WORKERS AND FRIENDS.

LIKE ANY POPULATION, PEOPLE WHO ARE DEAF AND BLIND INCLUDE THOSE WITH NORMAL AND GIFTED COGNITIVE ABILITIES, AS



**Helen Keller Deaf-Blind Awareness Week**  
June 26 to July 2, 1988

Helen Keller Deaf-Blind Awareness Week is a national observance to raise awareness of the needs and capabilities of deaf-blind people. It is a time to recognize the unique challenges and achievements of this population and to promote understanding and acceptance.

**Start by saying hello**  
Call the Helen Keller National Center for Deaf-Blind Youth and Adults

Headquarters: 1400 New York Avenue, N.W., Washington, D.C. 20005  
New York: 212-312-2200  
San Francisco: 415-774-2200  
Chicago: 312-464-2200  
Dallas: 214-761-2200  
Los Angeles: 213-464-2200  
Miami: 305-464-2200  
Portland: 503-464-2200  
Seattle: 206-464-2200  
Tampa: 813-464-2200  
Wash. D.C.: 202-464-2200



WELL AS INDIVIDUALS WITH MILD TO PROFOUND COGNITIVE DISABILITIES. IT ALSO RUNS THE GAMUT FROM THE PHYSICALLY ABLE INDIVIDUALS TO THOSE WITH SEVERE PHYSICAL DISABILITIES. THUS, COMMUNITY-BASED LIVING AND WORK OPTIONS NEED TO BE DEVELOPED AND ESTABLISHED--A MAJOR ISSUE TO BE ADDRESSED BY PERSONS WHO ARE DEAF-BLIND, THEIR FAMILIES, GOVERNMENT OFFICIALS, AND CONCERNED PROFESSIONALS.



Thomas Gulotta, Nassau County Executive (center) proclaims DEAF-BLIND AWARENESS WEEK. Joining him from HKNC are (l to r) Rita King, volunteer; Robert J. Smithdas, assistant director; Kristine Carbone, client; and Allison Burrows, administrative assistant.



WE ENCOURAGE ALL CITIZENS, CIVIC GROUPS, LIBRARIES AND ORGANIZATIONS TO PLAN STATE AND LOCAL ACTIVITIES DURING THE LAST WEEK OF JUNE EACH YEAR.

HANDICAPS DON'T STOP HER LOVE FOR DANCING

BY MONA L. TAYLOR (REPRINTED WITH PERMISSION OF THE PLAINFIELD ENTERPRISE, PLAINFIELD, IL)

"HANDICAP." THAT'S A WORD THAT CAN'T BE FOUND IN BARBARA CARSON'S VOCABULARY DESPITE THE FACT THAT SHE'S DEAF AND BLIND. BARBARA COMMUNICATES AS WELL AS THOSE FREE OF "HANDICAPS."

THE 59-YEAR-OLD JOLIET, ILLINOIS, WOMAN DOESN'T USE HER HANDICAPS AS EXCUSES TO SIT AND FEEL SORRY FOR HERSELF. SHE LEADS A VERY ACTIVE LIFE THAT INCLUDES PLAYING THE



GUITAR, WRITING FOR A BRAILLE PUBLICATION TAKING WALKS WITH HER LEAD DOG, SANDY, AND SPENDING TIME WITH HER HUSBAND, DAVE. ONE OF HER MOST INTERESTING ACTIVITIES IS HER PARTICIPATION IN JAZZERCISE CLASSES. WITH THE HELP OF HER DEVOTED FRIEND, ELIZABETH KLEIN, ALSO OF JOLIET, BARBARA HAS BEEN TAKING JAZZERCISE CLASSES FOR MORE THAN A YEAR AND A HALF.

BARBARA AND ELIZABETH MET SEVEN YEARS AGO THROUGH ELIZABETH'S SISTER, CATHY, WHO HAS RETINITIS PIGMENTOSA (RP) - THE SAME DEGENERATIVE RETINAL EYE DISEASE THAT BARBARA HAS. WHEN SHE WAS 30, BARBARA WAS DIAGNOSED WITH RP. "I WAS BORN HARD OF HEARING, WHICH IS OFTEN RELATED TO RP. I HAVE A COMBINATION OF CONDITIONS." IT BEGAN WITH A GRADUAL CLOUDING OF HER EYES,

BARBARA SAID. "I BEGAN GOING BLIND AND BACK THEN WE DIDN'T KNOW WHAT RETINITIS PIGMENTOSA WAS. IT IS A HEREDITARY DISEASE FOR WHICH THERE IS NO CURE, BUT THEY ARE WORKING ON IT."

BARBARA AND ELIZABETH COMMUNICATE THROUGH TACTILE COMMUNICATIONS. ELIZABETH "SPEAKS" TO BARBARA BY FINGERSPELLING (USING THE MANUAL ALPHABET) ON HER HAND. BARBARA RESPONDS MOSTLY BY USING HER VOICE. BARBARA CAN ALSO HEAR SOME THINGS. "I CAN HEAR SOUNDS, AND I HAVE A HEARING AID THAT I USE TO TALK ON THE PHONE." SHE CAN ALSO HEAR THE VOICE OF HER HUSBAND MUCH BETTER THAN THAT OF A STRANGER.

BARBARA BECAME INTERESTED IN JAZZERCISE AFTER HER SISTER, NORMA DUTKIEWICZ OF JOLIET, INTRODUCED HER TO IT. "I LOVE TO



DANCE AND I WANTED THE EXERCISE, SO I MEMORIZED SOME OF THE ROUTINES NORMA TAUGHT ME," BARBARA SAID.

"NORMA WAS SHOWING BARBARA SOME OF THE ROUTINES, AND I WAS THERE," ELIZABETH SAID. "I HAD BEEN INVOLVED IN JAZZERCISE FOR ABOUT A YEAR AND I MENTIONED TO MY INSTRUCTOR THAT BARBARA WAS INTERESTED."

INSTRUCTOR ANN ERICKSON "SEEMED OPEN TO THE IDEA," ELIZABETH SAID, AND THUS BEGAN BARBARA'S INVOLVEMENT IN THE JAZZ DANCE FITNESS PROGRAM. THE PROGRAM WAS FOUNDED BY JUDI SHIPPARD MISSETT, WHO IS ALSO PRESIDENT AND CHOREOGRAPHER. "I CAN HEAR THE MUSIC, THE BEAT AND THE MELODY BUT NOT THE WORDS," BARBARA SAID. "EVEN THOUGH THE ROUTINES ARE ALWAYS CHANGING, I CAN KEEP UP WITH THE BASIC STEPS AND PATTERNS." IN

CLASS, BARBARA FOLLOWS THE MOVEMENTS ELIZABETH MAKES. "SHE WILL PUT HER HANDS ON MY ARMS, AND SOMETIMES ON MY LEGS TO FEEL WHAT I AM DOING," ELIZABETH SAID. "I LOVE IT. IT'S GREAT EXERCISE AND LOTS OF FUN. IT TAKES A LOT OF CONCENTRATION, BUT I ENJOY IT. I DON'T GO TO CLASS WITHOUT ELIZABETH."

ERICKSON SAID, "WHAT IMPRESSES ME THE MOST ABOUT BARBARA IS THAT SHE DOESN'T COMPLAIN ABOUT HER HANDICAP. AND, WHAT'S THE HARDEST FOR ME IS RELATING TO HER IN CLASS. UNLESS I GO UP TO HER AND TALK WITH HER, SHE HAS NO RELATIONSHIP TO ME AT ALL. I ENJOY HER BEING IN MY CLASS. SHE'S A VERY POSITIVE PERSON." ERICKSON ALSO SAID THAT BARBARA'S PRESENCE IN THE CLASS HAS BEEN GOOD FOR EVERYONE. "I WILL TELL THEM



THAT IF THEY ARE TIRED AND FEEL LIKE THEY CAN'T KEEP UP, THEY SHOULD WATCH BARBARA. IF SHE CAN DO IT, SO CAN YOU."

BARBARA AND HER HUSBAND, DAVE, DANCE ALMOST EVERY WEEKEND. "THEY DANCE THE POLKA ALL THE TIME," ERICKSON SAID. "THERE WAS A LADY IN MY CLASS WHO HAD SEEN BARBARA POLKA. SHE DIDN'T KNOW SHE WAS HANDICAPPED UNTIL SHE SAW HER AT JAZZERCISE."

BARBARA CARSON IS AN INSPIRATION ... AND SHE IS LIVING PROOF THAT A HANDICAP (OR TWO) ISN'T NECESSARILY A HANDICAP.

### NEW TELEBRAILLE DESIGN UNDERWAY

TELESENSORY SYSTEMS, INC., (TSI) AND SMITH-KETTLEWELL EYE RESEARCH FOUNDATION HAVE ANNOUNCED A JOINT PROJECT WHICH WILL RESULT IN A NEW TELEBRAILLE, A

COMMUNICATION AID FOR DEAF-BLIND PEOPLE. THE CURRENT TELEBRAILLE WAS INTRODUCED BY TSI IN 1984 AND HAS BEEN OF IMMENSE HELP TO MANY DEAF-BLIND PEOPLE. PRODUCTION OF THE CURRENT TELEBRAILLE WAS PUT INTO JEOPARDY LAST YEAR WHEN A CRITICAL COMPONENT BECAME UNAVAILABLE. THIS MADE REDESIGN NECESSARY BEFORE PRODUCTION COULD BE RESUMED. THE SMALL SIZE OF THE DEAF-BLIND POPULATION APPROPRIATE FOR THE TELEBRAILLE PRECLUDES DESIGN ON A COMMERCIAL BASIS.

THE TELEBRAILLE ENABLES FACE-TO-FACE COMMUNICATION BETWEEN A DEAF-BLIND PERSON AND A SIGHTED PERSON, OR TELEPHONE COMMUNICATION WITH ANYONE USING A TELEPHONE DEVICE FOR THE DEAF (TDD) OR ANOTHER TELEBRAILLE AT THE OTHER END OF THE LINE. IN CALIFORNIA, TELEBRAILLES ARE PROVIDED TO



QUALIFIED DEAF-BLIND INDIVIDUALS UNDER THE DEAF EQUIPMENT ACQUISITION FUND (D.E.A.F.) WHICH IS FUNDED BY A MONTHLY CHARGE OF 10 CENTS PER END USER ACCESS LINE. SEVERAL OTHER STATES--AMONG THEM WASHINGTON, FLORIDA, ILLINOIS, NEVADA, ARIZONA, AND MICHIGAN--HAVE SIMILAR FUNDING PROGRAMS, WHILE OTHERS ARE IN THE PROCESS OF DEVELOPING A SYSTEM.

RECOGNIZING THE GREAT NEED AND THE POTENTIAL LOSS OF THE TELEBRAILLE TO THE DEAF-BLIND POPULATION, SMITH-KETTLEWELL EYE RESEARCH FOUNDATION HAS AGREED TO UNDERTAKE DESIGNING A NEW TELEBRAILLE. TSI HAS AGREED TO MANUFACTURE THIS DESIGN WHICH IS EXPECTED TO CONTINUE AVAILABILITY.

OBJECTIVES OF THE NEW DESIGN WILL BE TO EXTEND THE LIFE OF THE PRODUCT AS MUCH AS

POSSIBLE BY USING READILY AVAILABLE COMPONENTS, AND TO MAKE CERTAIN IMPROVEMENTS SUGGESTED BY PRESENT USERS. IT IS ANTICIPATED THAT THE NEW DESIGN WILL BE COMPLETED IN SIX TO EIGHT MONTHS, WITH PRODUCTION BEING AVAILABLE SEVERAL MONTHS LATER.

### LAURA BRIDGMAN

ON FRIDAY, MAY 13, 1988, THE STUDENTS, STAFF, AND TRUSTEES OF PERKINS SCHOOL FOR THE BLIND, WATERTOWN, MASSACHUSETTS, HELD A RECEPTION AND PRESENTATION CELEBRATING THE 150TH ANNIVERSARY OF DR. SAMUEL GRIDLEY HOWE'S BEGINNING HIS WORK OF EDUCATING LAURA BRIDGMAN.

LAURA BRIDGMAN WAS BORN IN THE YEAR 1829. AT THE AGE OF TWO, SHE DEVELOPED SCARLET



FEVER WHICH LEFT HER DEAF AND BLIND. BY THE AGE OF EIGHT LAURA WAS SEVERELY ISOLATED BY HER LOSS OF HEARING AND SIGHT; HER FAMILY COULD BARELY COMMUNICATE WITH HER VIA SIMPLE GESTURES. IT WAS THEN THAT SHE WAS DISCOVERED BY DR. HOWE, THE FIRST DIRECTOR OF PERKINS SCHOOL FOR THE BLIND.

DR. HOWE BROUGHT LAURA TO PERKINS, THEN LOCATED IN SOUTH BOSTON, WHERE SHE BECAME THE FIRST DEAF-BLIND CHILD TO BECOME EDUCATED. DR. HOWE HAD SUCCESSFULLY PIONEERED THE FIELD OF EDUCATION OF THE DEAF-BLIND, WHICH CONTINUES TO BE AN IMPORTANT PART OF PERKINS.

UNTIL HER DEATH IN THE 1890'S, LAURA BRIDGMAN REMAINED AT PERKINS SCHOOL, WHERE SHE WAS KNOWN TO ANNIE SULLIVAN AND HELEN KELLER. CHARLES DICKENS, THE FAMOUS

ENGLISH NOVELIST, INCLUDED IN HIS BOOK, AMERICAN NOTES, A VIVID DESCRIPTION OF HIS VISIT TO PERKINS AND MEETING LAURA PERSONALLY.

AROUND THE GLOBE ON VOYAGE OF VISION

BY TODD BURROUGHS (REPRINTED WITH PERMISSION OF THE BOSTON GLOBE, BOSTON, MA)

JONATHAN LOWE, A 13-YEAR-OLD FROM AUSTRALIA, WAS ASKED WHAT IT FELT LIKE TO COME TO AMERICA. "COMING TO AMERICA!" HE REPEATED. "JUST LIKE EDDIE MURPHY!" HE JOKED, THE QUESTION REMINDING HIM OF MURPHY'S NEW FILM OF THE SAME NAME.

FOR JONATHAN, THE ONLY ABORIGINE KNOWN TO BE SUFFERING FROM USHER'S SYNDROME - A PROGRESSIVE, GENETIC DISEASE THAT DOCTORS SAY WILL LEAVE HIM DEAF AND BLIND WITHIN 10



YEARS - IT HAS BEEN A FOUR-YEAR JOURNEY FROM HIS INITIAL DIAGNOSIS TO HIS EVALUATION LAST WEEK AT THE PERKINS SCHOOL FOR THE BLIND IN WATERTOWN, MASSACHUSETTS. "IT'S BEEN A LONG, HARD HAUL, BUT IT WAS WORTH IT." SAID HIS MOTHER, BEVERLY LOWE, A 47-YEAR-OLD FARMER FROM PERTH, THE CAPITAL OF WESTERN AUSTRALIA. SHE REMEMBERED THE PAIN WHEN SHE AND HER HUSBAND, JOHN, DISCOVERED THEIR ADOPTED SON'S CONDITION. JONATHAN IS THE YOUNGEST OF THEIR FIVE CHILDREN. "IT WAS A TREMENDOUS SHOCK WHEN HE WAS DIAGNOSED," SHE SAID, BECAUSE SHE KNEW THE RARE DISEASE WOULD ROB HER SON OF SIGHT AND SOUND. IT TOOK SOME PRODDING FROM THE FAMILY'S DOCTOR TO HELP HER, FINALLY, ACCEPT HER SON'S CONDITION.

THE LOWES WERE TOLD BY JONATHAN'S

SPECIALIST THAT HE SHOULD GET HIS CONDITION ASSESSED AT PERKINS. HE HELPED THE FAMILY BEGIN A FUND-RAISING EFFORT TO PAY FOR THE JOURNEY TO THE UNITED STATES. FOR ALMOST TWO YEARS, BEVERLY AND HER HUSBAND SOLD HOMEMADE "LAMINGTONS" - TRADITIONAL AUSTRALIAN SWEET CAKES - ALONG WITH OTHER PASTRIES. MRS. LOWE ESTIMATES THAT THEY RAISED ABOUT \$21,000 IN US DOLLARS FROM SALES OF THE BAKED GOODS. "BEING COUNTRY PEOPLE," MRS. LOWE SAID, "WE BELIEVE THAT YOU CANNOT GET SOMETHING WITHOUT WORKING FOR IT." BESIDES CATCHING THE ATTENTION OF THE AUSTRALIAN PRESS AND LOCAL FUND-RAISERS WHO ARRANGED BENEFIT CONCERTS AND TELEVISION APPEARANCES, THE LOWES RECEIVED HELP FROM THEIR STATE AND FEDERAL GOVERNMENTS, WHICH GRANTED THEM A LITTLE



OVER \$13,000 FOR THE JOURNEY.

THE PURPOSES OF THE TRIP, ACCORDING TO MRS. LOWE, INCLUDED ASSESSING EDUCATIONAL OPPORTUNITIES FOR JONATHAN, SCOUTING FOR A SCHOOL TO TEACH SPECIALIZED COURSES ON THE DEAF-BLIND TO AUSTRALIAN TEACHERS, AND SHOWING JONATHAN SOME OF THE WORLD BEFORE HE LOST ALL OF HIS SIGHT AND HIS HEARING.

IN ADDITION TO BEING THE ONLY ABORIGINE KNOWN TO HAVE THE DISEASE, JONATHAN ALSO WAS THE FIRST AUSTRALIAN TO BE DIAGNOSED WITH USHER'S SYNDROME, HIS MOTHER SAYS. NOW, ACCORDING TO MRS. LOWE, 25 WESTERN AUSTRALIANS HAVE BEEN DIAGNOSED WITH THE DISEASE, A FORM OF RETINITIS PIGMENTOSA, OR RETINA DEGENERATION.

JEANNE MARQUIS, COORDINATOR OF THE NATIONAL INFORMATION CENTER ON DEAF-

BLINDNESS AT GALLAUDET UNIVERSITY, ESTIMATES THAT BETWEEN 3 PERCENT AND 15 PERCENT OF THE HEARING-IMPAIRED PEOPLE IN THE UNITED STATES HAVE USHER'S SYNDROME.

BECAUSE SHE HAD HEARD ABOUT THE PERKINS SCHOOL, MRS. LOWE HAD CORRESPONDED WITH THE SCHOOL'S SUPERVISOR FOR THE BLIND-DEAF, MICHAEL COLLINS, FOR A YEAR. ABOUT TWO MONTHS AGO, SHE CALLED COLLINS TO TELL HIM THAT SHE AND JONATHAN WOULD BE ARRIVING IN THE U.S. COLLINS ARRANGED FOR MRS. LOWE AND JONATHAN TO STAY AS GUESTS OF THE SCHOOL WHEN THEY ARRIVED IN JULY. SHE SAID THAT THE RESULTS OF JONATHAN'S EVALUATION, A SUMMARY OF REPORTS FROM 12 SPECIALISTS, SHOWED THAT HE HAD ABOVE-AVERAGE INTELLIGENCE AND THE ABILITY AND MATURITY TO PURSUE A COLLEGE EDUCATION.



"HIS MOTHER KNEW ALL OF THESE THINGS," MRS. LOWE SAID PROUDLY. "HE HAS THE PROMISE OF BEING ABLE TO FULFILL A SATISFYING JOB. HE HAS SUCH POTENTIAL."

JONATHAN, WHO IS LEGALLY BLIND, HAS TUNNEL VISION - A CONDITION IN WHICH SIDE VISION IS CONSTRICTED - AND HE IS PROFOUNDLY DEAF. MRS. LOWE SAID THAT RESEARCHERS ARE INTERESTED IN JONATHAN'S CASE BECAUSE MANY OF THEM HAD THOUGHT THAT RETINITIS PIGMENTOSA DID NOT EXIST AMONG ABORIGINES, WHO ARE THE DESCENDANTS OF AUSTRALIA'S FIRST INHABITANTS. MRS. LOWE PRAISED COLLINS, WHO CALLED IN ADDITIONAL SPECIALISTS FROM BOSTON TO EXAMINE JONATHAN DURING HIS THREE-DAY EVALUATION PERIOD.

THEIR JOURNEY, WHICH BEGAN IN APRIL, WILL CONTINUE TO GALLAUDET UNIVERSITY IN

WASHINGTON, THE HELEN KELLER NATIONAL CENTER IN NEW YORK, AND THEN TO ENGLAND WHERE THEY WILL JOIN JONATHAN'S FATHER FOR A TRIP TO CONTINENTAL EUROPE TO LOOK AT USHER'S TREATMENT PROGRAMS AND VISIT MORE SPECIALISTS. AFTER MAKING THEIR VISITS, JONATHAN'S MOTHER WILL CHOOSE ONE OF THE SCHOOLS FOR HIS FINAL YEARS OF HIGH SCHOOL AND FOR COLLEGE. CURRENTLY HE IS NOT ENROLLED IN SCHOOL.

BEFORE COMING TO PERKINS, HE AND HIS MOTHER VISITED BLIND-DEAF SCHOOLS AND OTHER USHER FAMILIES IN CALIFORNIA, WASHINGTON STATE, NEW MEXICO AND TEXAS. WHEN THEY RETURN HOME, THE LOWES WILL CONTINUE THEIR WORK WITH THE JONATHAN LOWE RESEARCH FOUNDATION, A FUND-RAISING GROUP THAT SEEKS TO SEND AUSTRALIAN TEACHERS TO THE UNITED



STATES FOR DEAF-BLIND TRAINING. THE ORGANIZATION'S SECOND GOAL IS TO EMPLOY A COUNSELOR FOR FAMILIES OF USHER'S SYNDROME VICTIMS - A JOB THAT MRS. LOWE NOW DOES IN WESTERN AUSTRALIA.

THE MAIN PURPOSE OF THE TRIP, SHE SAID, "WAS TO MAKE SURE JON AND OTHER KIDS HAVE MORE OPPORTUNITIES. WE'VE BEEN GIVEN A LOT OF OPPORTUNITIES. JONATHAN HAS SEEN A LOT OF THINGS THAT MANY PEOPLE HAVE NOT."

### OUT OF SILENCE AND DARKNESS

BY MARILYN KLINE (REPRINTED WITH PERMISSION OF SIGHTS & SOUNDS, ALABAMA INSTITUTE FOR DEAF AND BLIND, TALLADEGA, AL)

"AT THE BEGINNING I WAS ONLY A LITTLE MASS OF POSSIBILITIES. IT WAS MY TEACHER WHO UNFOLDED AND DEVELOPED THEM. WHEN SHE

CAME, EVERYTHING ABOUT ME BREATHED OF LOVE AND JOY AND WAS FULL OF MEANING." HELEN KELLER.

DEAF-BLIND PERSONS BELONG TO A SMALL GROUP IN OUR SOCIETY WITH ALL THE DIVERSITY YOU WOULD EXPECT TO FIND AMONG ANY OTHER GROUP OF PEOPLE. THEY HAVE NO COMMON CHARACTERISTICS ASSUMED BY THE LABEL "DEAF-BLIND", BUT ARE INDIVIDUALS WITH UNIQUE HEREDITY AND EXPERIENCES.

THE DUAL SENSORY IMPAIRMENT MAY MEAN TOTAL LACK OF SIGHT OR HEARING, OR IT MAY MEAN PARTIALLY-SIGHTED AND HEARING-IMPAIRED TO THE EXTENT THAT THE COMBINATION OF IMPAIRMENTS INTERFERES WITH A PERSON'S ABILITY TO FUNCTION IN A HEARING-SIGHTED WORLD. THERE IS A WIDE RANGE OF INDIVIDUAL DIFFERENCES AMONG DEAF-BLIND PEOPLE WHICH



CAN BE UNDERSTOOD BY CONSIDERING THE FOLLOWING FACTORS: THE AGE AT WHICH A PERSON LOST VISION AND/OR HEARING, DEGREE AND CAUSE OF IMPAIRMENT, ADDITIONAL HANDICAPS, AND PERSONALITY CHARACTERISTICS.

WHEN SIGHT AND SOUND ARE LOST OR SEVERELY LIMITED, THE IMMEDIATE CONSEQUENCE IS HAVING TO INTERACT WITH THE WORLD IN A DIFFERENT WAY. PERHAPS, THE VAST WORLD IS NOW FUNNELED THROUGH ONE'S FINGERTIPS. THE DEAF-BLIND PERSON MUST DEPEND FOR INFORMATION AND CONCEPTS ON OTHER PERSONS TO INTERPRET FOR HIM/HER ON A ONE-TO-ONE BASIS OR USE THE SECONDARY SENSES OF TOUCH, TASTE, SMELL AND KINESTHETIC AWARENESS.

PERSONS WITH DUAL DISABILITIES OF VISION AND HEARING LOSS HAVE OBVIOUS BARRIERS IN COMMUNICATING AND DISCOVERING THE WORLD

ABOUT THEM, MOVING ABOUT SAFELY AND EFFECTIVELY, AND GAINING PERSONAL COMPETENCE AND CONTROL OVER THEIR ENVIRONMENT. FRUSTRATION AND LONELINESS ARE FREQUENTLY EMOTIONAL BARRIERS TO BE OVERCOME. COPING WITH THE NEGATIVE ATTITUDES OF OTHERS WHO FOCUS ON WHAT THEY CANNOT RATHER THAN CAN DO, ARE GREATER CHALLENGES THAN COPING WITH THE IMPAIRMENT.

AS DR. ROBERT J. SMITHDAS, A WELL-KNOWN DEAF-BLIND LECTURER AND ADMINISTRATOR AT THE HELEN KELLER NATIONAL CENTER, REMARKED, "THE DEAF-BLIND PERSON DOES NOT FEEL ISOLATION AND LONELINESS BECAUSE HE DOES NOT FEEL THAT HE BELONGS TO SOCIETY, BUT BECAUSE HE IS OFTEN IGNORED AND NOT INCLUDED IN THE ACTIVITIES WHICH CIRCULATE FREELY IN THE WORLD AROUND HIM. LONELINESS



IS IMPOSED ON HIM BY OTHER PEOPLE. HE IS SHUT OUT, NEGLECTED, EVEN WHEN COMPANIONSHIP IS WHAT HE MOST DESIRES.

"DEAF-BLIND PERSONS, LIKE MOST PEOPLE, TEND TO ABSORB THE ATTITUDES OF THOSE ABOUT THEM REGARDING THEIR VALUE AND SELF-WORTH. WHEN NEGATIVE ATTITUDES AND EXPECTATIONS PREVAIL, THESE PERSONS BECOME SOCIALIZED INTO A ROLE ... OF LOW STATUS AND BEGIN TO THINK OF THEMSELVES SIMILARLY, AS BEING DEPENDENT AND ABNORMAL."

MANY DEAF-BLIND PERSONS ARE EXTREMELY SELF-ABSORBED BECAUSE THEY ARE MOST AWARE OF THEIR OWN IMMEDIATE NEEDS AND WANTS. BECAUSE OF THEIR LIMITED AWARENESS, THEY HAVE DIFFICULTY RECOGNIZING THE PROBLEMS OF OTHERS, MUCH LESS EMPATHIZING WITH THEM. IF THESE PERSONS ARE USUALLY IGNORED OR

MISTREATED, THEY TEND TO BUILD UP DEFENSES TO SHUT OUT AND REJECT OUTSIDE INFLUENCES SO AS NOT TO BE HURT BY THEM. SOME PATTERNS OF SELF-PROTECTION, SUCH AS TEMPER TANTRUMS, UNRESPONSIVENESS, AND CARELESS PERSONAL AND SOCIAL HABITS, MAY DEVELOP AND PERSIST WHEN EFFECTIVE SOCIAL INTERACTION IS ABSENT FROM ONE'S EXPERIENCE.

DEAF-BLIND PERSONS SHARE THE BASIC HUMAN NEEDS FOR RECOGNITION AND ACCEPTANCE WITH ALL OF US. WITH THEIR DUAL SENSORY IMPAIRMENT, THEY MISS THE SMILE, THE GREETING OF PASSERS-BY TO WHOM WE RESPOND AND GO ON OUR WAY WITH A LIFT TO OUR SPIRITS.

FROM HIS OWN EXPERIENCE, DR. SMITHDAS OFFERS THESE POINTERS TO ASSIST THOSE WHO COME IN CONTACT WITH DEAF-BLIND PERSONS:



1. ALLOW DEAF-BLIND PERSONS, AND PARTICULARLY CHILDREN, TO EXPLORE THEIR ENVIRONMENTS AND NEW SITUATIONS. "I STRESS THIS BECAUSE OF MY OWN FEELINGS OF FRUSTRATION WHENEVER I WAS PREVENTED FROM TOUCHING THINGS OR PARTICIPATING IN ACTIVITIES WHICH APPEALED TO ME WHILE GROWING UP. IT IS INNATELY UNFAIR NOT TO ALLOW A DEAF-BLIND PERSON TO TOUCH AND HANDLE AN OBJECT, OR TO EXPLORE A NEW SITUATION, WHEN OTHERS ARE ABLE TO SEE AND APPRECIATE THE SAME THINGS."

2. IDENTIFY YOURSELF TO THE DEAF-BLIND PERSON. USE A NAME OR A SPECIAL GESTURE THAT IS EASILY RECOGNIZED. DON'T PUT A DEAF-BLIND PERSON INTO THE POSITION OF HAVING TO GUESS WHO YOU ARE.

3. COMMUNICATE DIRECTLY WITH THAT

INDIVIDUAL, BY TOUCH OR FINGERSPELLING, IF APPROPRIATE, AND NOT THROUGH A THIRD PERSON. THIS ESTABLISHES A SENSE OF WARMTH AND PERSONAL INTIMACY THAT LESSENS THE DEAF-BLIND INDIVIDUAL'S SENSE OF ISOLATION AND REVITALIZES HIS/HER BELIEF THAT HE/SHE HAS A DISTINCT PERSONALITY.

(MARILYN KLINE IS SCHOOL PSYCHOLOGIST AT THE HELEN KELLER SCHOOL OF ALABAMA.)

### RICHARD BAZIER

RICHARD BAZIER, 53, BLIND AND DEAF SINCE HIS TEENS, IS AN ARTICULATE SPOKESMAN FOR BLIND PEOPLE. RICHARD PRAISES THE SERVICES THAT HAVE MADE IT POSSIBLE FOR HIM TO BE SO ACTIVE.

HE CURRENTLY PACKAGES MILITARY RESALE CLOTHS AND HAS AN EXCELLENT PRODUCTIVITY



RECORD. AT CLEVELAND SKILLED INDUSTRIES, CLEVELAND, OHIO, WHERE RICHARD HAS WORKED FOR 37 YEARS, HE HAS HELPED TRAIN TWO OTHER DEAF-BLIND CLIENTS IN ADDITION TO ADAPTING WORK PROCEDURES AND WORK STATIONS FOR BLIND EMPLOYEES.

IN TESTIMONY BEFORE OHIO STATE LEGISLATORS, BAZIER POINTED OUT THE NEED FOR TRAINING AND RETRAINING TO KEEP WORKERS WHO ARE BLIND OR MULTI-HANDICAPPED BLIND UP-TO-DATE AND QUALIFIED TO WORK IN A CHANGING ECONOMY.

RICHARD EARNED A HIGH SCHOOL DIPLOMA FROM PERKINS SCHOOL FOR THE BLIND IN WATERTOWN, MASSACHUSETTS, AND AN ASSOCIATE IN ARTS DEGREE FROM CUYAHOGA COUNTY COMMUNITY COLLEGE IN OHIO. NOW HE IS STUDYING BUSINESS ADMINISTRATION WITH A MAJOR IN

FINANCE AT DYKE COLLEGE, AND HE CAN BRING PRACTICAL EXPERIENCE TO THE CLASSROOM SINCE HE ONCE OWNED A PROFITABLE GROCERY STORE AND SOLD REAL ESTATE.

A TALENTED, HARD-WORKING MAN WITH A KEEN SENSE OF HUMOR, RICHARD BAZIER BELIEVES IN SUCCESS.

### REFLECTED GLORY

THIS PAST SUMMER, DURING THE WEEK OF JUNE 12-19, THE AMERICAN ASSOCIATION OF THE DEAF-BLIND HELD ITS THIRTEENTH ANNUAL CONVENTION IN BATON ROUGE, LOUISIANA. FRIDAY EVENING, JUNE 17, AT ITS ANNUAL AWARDS BANQUET, THE ASSOCIATION PRESENTED THE DR. PETER J. SALMON MEMORIAL AWARD TO VERA SCHILLER, OF GLENDALE, CALIFORNIA.

THE LATE PETER J. SALMON, WHO WAS A CLOSE



FRIEND OF HELEN KELLER, WAS A PIONEER IN SERVICES FOR BLIND AND DEAF-BLIND PEOPLE. HE WAS A KEY FIGURE IN THE ESTABLISHMENT OF THE HELEN KELLER NATIONAL CENTER IN 1967, AND WAS ACTIVE IN MANY OTHER AREAS OF HUMAN SERVICES.

SHORTLY AFTER THE HELEN KELLER NATIONAL CENTER OPENED ITS DOORS IN 1969, VERA SCHILLER WAS ONE OF THE FIRST REGIONAL REPRESENTATIVES TO BE HIRED FOR ITS FIELD SERVICE PROGRAM. FOR MORE THAN TEN YEARS BEFORE RETIRING, MRS. SCHILLER SERVED THE DEAF-BLIND PEOPLE OF THE CENTER'S SOUTHWESTERN REGION, THEN BASED IN LOS ANGELES. AFTER RETIREMENT SHE CONTINUED HER DEEP INTEREST IN SERVICES FOR DEAF-BLIND PEOPLE, AND BECAME A VOLUNTEER FOR THE DEAF-BLIND GROUP AT THE BRAILLE

INSTITUTE OF AMERICA. MRS. SCHILLER'S FIRST CLIENT, MICHELLE (CRAIG) SMITHDAS, IS NOW AN INSTRUCTOR OF COMMUNICATIONS AT THE CENTER.

PRIOR TO HER EMPLOYMENT BY THE CENTER, VERA SCHILLER HAD WORKED AT THE INDUSTRIAL HOME FOR THE BLIND (IHB) IN BROOKLYN FOR MANY YEARS. SHE KNEW DR. SALMON WELL. "THE PETER J. SALMON AWARD WOULD HAVE BEEN AN HONOR UNDER ANY CIRCUMSTANCES," SHE SAID, "BUT IT IS ESPECIALLY SO BECAUSE OF THE MANY YEARS I WORKED WITH PETER."

THE PETER J. SALMON AWARD IS PRESENTED ANNUALLY TO A PROFESSIONAL WORKER WHO HAS MADE OUTSTANDING CONTRIBUTION TO SERVICES FOR THE DEAF-BLIND. THERE IS NO DOUBT THAT VERA SCHILLER DESERVES SUCH RECOGNITION: SHE IS LOVED, ADMIRED, AND RESPECTED BY



**PROFESSIONAL AND DEAF-BLIND FRIENDS  
EVERYWHERE WHO KNOW HER!**

**JUST IN TIME!**

**A NEW PRODUCT THAT MAY BE OF SPECIAL  
INTEREST TO READERS IS AN "AROUND-THE NECK"  
LONG-RING TIMER, IDEAL FOR USE BY PEOPLE  
WHO ARE DEAF-BLIND.**

**THE TIMER, PRICED AT \$17.95, CAN EASILY  
BE MARKED WITH TAPE OR A PRODUCT SUCH AS  
HI-MARKS FOR TACTUAL READING OF TIME  
SETTINGS, AND THE  
AROUND-THE-NECK  
FEATURE PERMITS  
ONE TO FEEL THE  
TIMER'S VIBRATION  
WHEN A DESIGNATED  
TIME PERIOD HAS**



Home Management instructors, Melida Johnson and Phine Murphy show client, Thane Ayres, how to use the "Around-the-Neck" timer.

ELAPSED. THE TIMER IS STURDILY BUILT OF HIGH-IMPACT PLASTIC AND HAS A STRONG, COMFORTABLE CORD. IT CAN ALSO BE CARRIED IN A POCKET. IT HAS NO SHARP EDGES AND IS WELL DESIGNED.

THE TIMER IS AVAILABLE BY SENDING A CHECK OR MONEY-ORDER TO: INDEPENDENT LIVING AIDS, 27 EAST MALL, PLAINVIEW, NY 11803. A COMPLETE CATALOG OF OTHER ADAPTIVE AIDS CAN BE OBTAINED, FREE OF CHARGE, BY WRITING TO THE COMPANY OR CALLING (516) 752-8080. ORDERS ARE ACCEPTED BY MAIL OR BY PHONE, AND WILL BE SHIPPED ON 30-DAY CREDIT TERMS TO AGENCIES AND ORGANIZATIONS.

### WHAT'S HAPPENING IN SPAIN

BY DANIEL ALVAREZ REYES AND JOSE' GAYOSO DIEZ.



**(EDITORS NOTE: THE FOLLOWING ARTICLE IS A REPORT FROM THE SPANISH NATIONAL ORGANIZATION OF THE BLIND CONCERNING ITS PROGRAM OF SERVICE TO DEAF-BLIND PEOPLE IN SPAIN. ONE OF THE AUTHORS, DANIEL ALVAREZ REYES, IS DEAF-BLIND AND HAS VISITED THE HELEN KELLER NATIONAL CENTER. IT IS ENCOURAGING TO REALIZE THAT WORK FOR THE DEAF-BLIND IS GROWING IN MANY COUNTRIES.)**

**THE SPANISH NATIONAL ORGANIZATION OF THE BLIND (ONCE), WHICH THIS YEAR CELEBRATES ITS 50TH ANNIVERSARY, HAS ALWAYS BEEN OPEN TO DEAF-BLIND PEOPLE. WE HAVE ALWAYS TRIED TO LOOK FOR SOLUTIONS IN THIS FIELD, BUT TAKING INTO ACCOUNT BLINDNESS RATHER THAN THE ASSOCIATION OF BOTH HANDICAPS (BLINDNESS AND DEAFNESS).**

**WITHIN THE FRAMEWORK OF THE EDUCATIONAL**

POLICY OF OUR ORGANIZATION, THAT AT THE BEGINNING WAS DEVELOPED IN CENTERS OF SPECIAL EDUCATION FOR THE BLIND AND WHICH AT PRESENT PROMOTES INTEGRATION IN ORDINARY SCHOOLS, A UNIT FOR DEAF-BLIND CHILDREN WAS CREATED, WHICH STARTED WITH THE CASE OF A CHILD WHO BECAME DEAF-BLIND BEFORE REACHING THE AGE OF TWO. THE SUCCESS OBTAINED WITH THIS CHILD WAS THEN FOLLOWED BY OTHER CASES. UP TO NOW THIS UNIT HAS CARRIED OUT ITS WORK AT ONE OF ONCE'S EDUCATIONAL CENTERS, AND FOR THE LAST YEAR ITS COMMITMENT HAS ALSO BEEN TO COORDINATE THE EDUCATION OF DEAF-BLIND CHILDREN IN THE OTHER SCHOOLS OF THE ORGANIZATION IN ORDER TO PROMOTE, IMPROVE, AND ENLARGE OUR ACTION IN THIS FIELD. IN 1987 ONCE ASSISTED 34 DEAF-BLIND PEOPLE UNDER 18.



THE CASES OF EITHER YOUNG OR ADULT DEAF-BLIND PEOPLE WERE ISOLATED SO THAT THE SOLUTIONS ADOPTED WERE RATHER INDIVIDUAL. WE HAD NO SPECIALLY TRAINED STAFF IN THE REHABILITATION OF THE DEAF-BLIND, AND RESOURCES AVAILABLE FOR OTHER GOALS WERE APPLIED IN THIS FIELD. MANY OF THEM LEARNED BRAILLE, SOME HANDICRAFTS, BOOK-BINDING, THE USE OF TELLATOUCH, ETC. SOME SUCCEEDED IN THE USE OF THE OPTACON, AND NOW A DEAF-BLIND PERSON IS BEING TRAINED TO USE THE VERSABRAILLE.

WE MAY SAY, WITHOUT FEARING IMMODESTY, THAT THE SPANISH NATIONAL ORGANIZATION OF THE BLIND IS THE ONLY AGENCY IN SPAIN WHICH OFFERS EMPLOYMENT OPPORTUNITIES TO DEAF-BLIND PEOPLE OR TO PEOPLE WITH SERIOUS VISUAL AND HEARING IMPAIRMENTS. THEY WORK

IN OUR BRAILLE PRODUCTION CENTERS IN MADRID AND BARCELONA; IN OUR BOOK-BINDING WORKSHOPS; IN OUR BRAILLE OR TALKING LIBRARIES; AND, ESPECIALLY, SELLING OUR LOTTERY.

SINCE 1983, ONCE HAS CHANGED A LOT WITH REGARDS TO THE GUIDELINES FOR ITS WORK, ITS STRUCTURE, AND ITS WAY OF DOING THINGS. IN 1984 A PERIOD OF STRONG FINANCIAL DEVELOPMENT BEGAN. MANY NEW SERVICES WERE CREATED AND THE EXISTING ONES WERE ENLARGED. SERVICES TO THE DEAF-BLIND ARE AMONG THESE. SINCE 1985, WE MAY MENTION THE FOLLOWING STEPS:

1. IN JUNE 1985, ONCE WAS REPRESENTED BY A DEAF-BLIND DELEGATE IN THE FIRST EUROPEAN CONFERENCE ON DEAF-BLINDNESS, WHICH TOOK PLACE IN GOTEBOURG, SWEDEN. HIS REPORT IS



AT THE BASE OF OUR FIRST STEPS WITH REGARD TO THIS SUBJECT.

2. IN 1986 WE BEGAN TO ESTABLISH CONTACTS ON A NATIONAL LEVEL WITH PUBLIC AND PRIVATE AGENCIES IN THE FIELD OF SENSORIAL HANDICAPS TO SCREEN CASES OF DEAF-BLINDNESS. BY DECEMBER OF THAT YEAR, WE KNEW OF ABOUT 186 PEOPLE.

3. IN NOVEMBER 1986, ONCE APPOINTED A COUNSELOR ON THESE MATTERS WHO IS HIMSELF A DEAF-BLIND PERSON.

4. IN JANUARY 1987, THE FIRST NATIONAL MEETING OF THE DEAF-BLIND, ORGANIZED BY ONCE, WAS CELEBRATED. TEN DEAF-BLIND PEOPLE FROM DIFFERENT PARTS OF THE COUNTRY WERE PRESENT. THEY DISCUSSED AND EXCHANGED POINTS OF VIEW ABOUT THEIR MOST URGENT NEEDS. THEIR CONCLUSIONS HAVE

CONSTITUTED THE STARTING POINT FOR THE CREATION OF NEW SERVICES FOR THE DEAF-BLIND WITHIN THE FRAMEWORK OF ONCE.

5. IN MARCH OF THAT YEAR, FOUR PEOPLE WITH DIFFERENT DEGREES OF DEAF-BLINDNESS WERE SELECTED IN ORDER TO STUDY THEIR INDIVIDUAL NEEDS AND THEIR EMPLOYMENT POSSIBILITIES. RESULTS WERE POSITIVE IN TWO CASES. THE OTHER TWO PRESENTED THE ADDED PROBLEM OF THEIR LIVING IN SMALL VILLAGES, FAR AWAY FROM BIGGER TOWNS.

6. DURING THE LAST QUARTER OF 1987, ONCE DIRECTED A NATIONWIDE SCREENING PROCESS THROUGHOUT THE COUNTRY. IT PROFITED FROM THE BRANCH STRUCTURE OF OUR ORGANIZATION. WE ARE ALREADY WORKING WITH THE RESULTS, AND WE EXPECT TO HAVE THEM READY VERY SOON. WE HAVE REGISTERED 315 DEAF-BLIND PERSONS



UP TO DECEMBER 31, 1987, AND WE CONTINUE TO INCLUDE NEW CASES. WE KNOW THAT, ACCORDING TO OTHER EUROPEAN STATISTICS, WE MIGHT WELL HAVE MORE THAN 2000 DEAF-BLIND IN SPAIN. THE GOAL OF THIS SCREENING WAS NOT ONLY THE DETECTION OF CASES BUT ALSO TO FIND OUT AS MUCH AS POSSIBLE ABOUT THEIR SOCIAL SITUATIONS. WE TRY TO OFFER THEM INFORMATION ON OUR DIFFERENT SERVICES ALREADY ESTABLISHED, AND TO PUT THEM IN CONTACT WITH THE OTHERS.

7. IN OCTOBER 1987, A DEAF-BLIND DEPARTMENT WAS CREATED WITHIN THE FRAMEWORK OF OUR EDUCATIONAL RESOURCE CENTRE ANTONIO VICENTE MOSQUETE, IN MADRID. IT HAS NATIONWIDE COVERAGE AND ITS AIM IS THE COORDINATION OF ALL ONCE'S STEPS IN THIS FIELD. AT THE SAME TIME WE PROMOTE

RELATIONSHIP, UNION AND SELF-ORGANIZATION OF THE SPANISH DEAF-BLIND. THROUGH THIS DEPARTMENT ONCE HAS SIGNED AN AGREEMENT WITH THE SPANISH NATIONAL CONFEDERATION OF THE DEAF SO THAT A SERVICE OF INTERPRETERS IS ALSO OFFERED TO THE DEAF-BLIND. AT THIS END WE HAVE ORGANIZED THE TRAINING OF DEAF INTERPRETERS SO THAT THEY HAVE BECOME GUIDE-INTERPRETERS FOR THE DEAF-BLIND. WE HAVE TRAINED 12 OF THEM AND IN A FEW DAYS ANOTHER GROUP OF 10 WILL HAVE FINISHED THIS SPECIAL COURSE.

8. ON DECEMBER 11TH AND 12TH, 1987, THE FIRST MEETING OF EXPERTS IN HEARING AND VISUAL HANDICAPS TOOK PLACE. THIS CONFERENCE WAS ORGANIZED AND FINANCED BY ONCE AND 70 EXPERTS IN DIFFERENT FIELDS WITHIN ONCE AND FROM OTHER AGENCIES WERE



**PRESENT. REPORTS AND WORKSHOPS GAVE AN OPPORTUNITY FOR PEOPLE TO ANALYZE A WIDE RANGE OF PROBLEMS OF THE DEAF-BLIND IN DIFFERENT STAGES AND CIRCUMSTANCES FROM THE CONGENITAL DEAF-BLIND CHILD TO THE ADULT.**

**BESIDES GOING ON WITH SOME ACTIONS THAT HAVE ALREADY BEGUN IN 1988, THIS YEAR WE WILL CARRY OUT THE FOLLOWING STEPS:**

**1. PUBLICATION AND DISTRIBUTION OF A BROCHURE ON COMMUNICATION MEANS WITH THE DEAF-BLIND AND CORRECT ATTITUDE TOWARDS THEM. AS A COMPLEMENT, PLASTIC CARDS WITH BRAILLE AND PRINTED ALPHABETS WILL BE ISSUED.**

**2. TRANSLATION AND PUBLICATION OF THE "INTERNATIONAL DEAF-BLIND NEWSLETTER" IN SPANISH, WITH THE ADDITION OF NEWS OF LOCAL INTEREST. THIS MAGAZINE WILL REACH ALL**

SPANISH DEAF-BLIND PEOPLE AND THEIR FAMILIES, AND IT WILL CONSTITUTE A VERY IMPORTANT SOURCE OF INFORMATION.

3. ENLARGEMENT OF OUR DEAF-BLIND UNITS WITHIN OUR EDUCATIONAL RESOURCE CENTERS SO THAT THE PEOPLE RECEIVING THESE SERVICES MAY BE AS CLOSE TO THEIR FAMILIES AS POSSIBLE.

4. DURING THE SUMMER OF 1988, WE WILL ORGANIZE A ONE-WEEK CAMP FOR YOUNG AND ADULT DEAF-BLIND PEOPLE.

5. PUBLICATION OF THE RESULTS OF THE DEAF-BLIND SCREENING PROCESS THAT ONCE ORGANIZED IN 1987.

6. PARTICIPATION OF TWO EXPERTS FROM OUR ORGANIZATION IN THE FOREIGNERS PROGRAM OF PERKINS SCHOOL FOR THE BLIND, WATERTOWN, MASSACHUSETTS, USA.



7. OPENING OF A REHABILITATION SERVICE FOR YOUNG AND ADULT DEAF-BLIND PEOPLE IN SPAIN.

8. GET IN TOUCH AND SIGN AGREEMENTS OF COOPERATION WITH OTHER NATIONAL AND FOREIGN BODIES IN ORDER TO TRAIN OUR EXPERTS, TO GET THEIR COUNSELING SO AS TO ACHIEVE THESE AND OTHER GOALS IN THE FIELD OF DEAF-BLINDNESS.

CINDY LISOTA: FINDING FULFILLMENT

(EDITOR'S NOTE: ARTICLES ABOUT CONGENITALLY DEAF-BLIND PERSONS (THOSE DEAF AND BLIND FROM BIRTH) ARE RELATIVELY RARE. THE FOLLOWING ARTICLE, TAKEN FROM SIGHTS AND SOUNDS, NEWSLETTER OF THE HELEN KELLER SCHOOL AT TALLADEGA, ALABAMA, IS OF SPECIAL INTEREST.)

CINDY LISOTA IS NINETEEN YEARS OLD. SHE WAS BORN WITHOUT SIGHT OR HEARING, BUT CINDY IS NOT TRAPPED IN A DARK, SILENT WORLD THANKS TO CONCERNED TEACHERS, FAMILY AND FRIENDS. NOW IN HER SECOND YEAR AT THE HELEN KELLER SCHOOL (HKS) AT THE ALABAMA SCHOOL FOR THE DEAF AND BLIND, CINDY WAS PREVIOUSLY A STUDENT AT THE SCHOOL FOR THE BLIND IN HAWAII FOR ELEVEN YEARS. ACCORDING TO HER TEACHER AT HKS, LAURIE WOOTEN, CINDY IS LEARNING TO "BECOME A WORKING WOMAN. SHE IS VERY INDEPENDENT, AND IS DOING WELL IN OUR WORK EXPERIENCE PROGRAM."

CINDY ENJOYS PHYSICAL EXERCISE, SUCH AS JOGGING AND TRAMPOLINE, BUT HER FIRST LOVE IS SWIMMING. SHE ALSO ENJOYS GOING TO RESTAURANTS AND BEAUTY PARLORS, AND HAS A



STRONG RELATIONSHIP WITH HER MOTHER, PAULETTE WATERS, WHO LIVES IN ANNISTON, AL.

"SINCE CINDY HAS NOT EXPERIENCED SIGHT OR HEARING, SHE DEPENDS ON US TO TEACH HER ABOUT HER ENVIRONMENTS," SAID MRS. WOOTEN.

"WE ARE ALL CONCERNED WITH PURPOSE IN OUR LIVES, BUT CINDY ALSO WANTS TO KNOW WHY WE DO SOMETHING. SHE HAS HER OWN INCENTIVE FOR GETTING UP OUT OF BED IN THE MORNING TO START A NEW DAY."

### NOTICE TO BRAILLE READERS

ABOUT A YEAR AGO, THE NEW PERKINS LARGE-CELL BRAILLER BECAME AVAILABLE. THIS MACHINE OFFERS BETTER TACTILE QUALITY THAN THE OLDER "JUMBO" BRAILLER.

A GROUP OF VOLUNTEER TRANSCRIBERS IN NEVADA HAS STARTED A SMALL LIBRARY OF

LARGE-CELL BRAILLE MATERIALS. MOST OF THE NINETEEN TITLES CURRENTLY AVAILABLE ARE ESSAYS AND SHORT STORIES IN ONE VOLUME. THE GROUP ADDS TO THE COLLECTION WHEN REQUESTS FOR OTHER TRANSCRIBED MATERIALS ARE NOT WAITING TO BE FILLED. THESE ONE-VOLUME BOOKS OF ARTICLES, ESSAYS AND SHORT STORIES ARE INTENDED FOR THE TOUCH-IMPAIRED BRAILLE READER, AND THE GROUP IS EAGER TO FIND ALL THOSE WHO NEED THIS TYPE OF BRAILLE IN ORDER TO ENJOY READING.

THE NORTHERN NEVADA BRAILLE TRANSCRIBERS SPECIALIZE IN DOING BRAILLE TRANSCRIPTIONS FOR DEAF-BLIND ADULTS. ALTHOUGH CONTRIBUTIONS ARE ALWAYS WELCOME, THE GROUP DOES NOT CHARGE RECIPIENTS FOR BRAILLE TRANSCRIPTIONS. IF YOU WOULD LIKE SHORT MATERIALS TRANSCRIBED INTO BRAILLE, WRITE



TO: MS. LOIS BASKERVILLE, NORTHERN NEVADA  
BRAILLE TRANSCRIBERS, 1015 OXFORD AVENUE,  
SPARKS, NV 89431.

HKNC'S GRADUATE INTERNSHIP PROGRAMS

BY LAURA J. THOMAS, SUPERVISOR, DIRECT  
SERVICES, HKNC

THE HELEN KELLER NATIONAL CENTER OFFERS  
GRADUATE INTERNSHIPS TO BACCALAUREATE AND  
MASTER DEGREE CANDIDATES WHO SEEK PRACTICAL  
EXPERIENCE IN THEIR PARTICULAR FIELDS OF  
STUDY. EACH INTERNSHIP PROGRAM IS DESIGNED  
TO MEET COLLEGE/UNIVERSITY REQUIREMENTS,  
AND THE NEEDS OF THE HKNC. GRADUATE  
INTERNSHIPS VARY IN LENGTH, BUT IDEALLY A  
FULL SEMESTER CAN PROVIDE AN INTERN WITH  
FULL SCOPE AND DIVERSIFIED EXPERIENCES.

OF THE CURRENT GROUP OF INTERNS AT THE

CENTER, FIVE WERE ASKED TO SHARE THEIR PERCEPTIONS. MS. SHARON REEVES AND MS. ALICE TOWNE ARE IN A TEN-WEEK INTERNSHIP PROGRAM IN THE CENTER'S ORIENTATION AND MOBILITY DEPARTMENT. BOTH ARE STUDYING TOWARD THEIR MASTER'S DEGREES AT THE UNIVERSITY OF ARKANSAS AT LITTLE ROCK, AND THEY BOTH VIEW THEIR EXPERIENCES AT THE CENTER AS CHALLENGING AND INNOVATIVE. THEY ENJOY USING DIFFERENT COMMUNICATION MODALITIES WITH A DIVERSIFIED GROUP OF PERSONS WHO ARE DEAF-BLIND. DAILY CONTACTS WITH CLIENTS HAS EXPANDED THEIR SIGN LANGUAGE SKILLS. THEY OBSERVE THAT IT IS IMPORTANT TO USE DIFFERENT INSTRUCTIONAL METHODS TO TEACH MOBILITY SKILLS TO INDIVIDUALS. CREATIVITY IS VERY HELPFUL WHEN ONE METHOD OF APPROACH MAY NOT



SUCCEED. Ms. REEVES, WHO IS INTERESTED IN SEEKING O&M EMPLOYMENT IN A REHABILITATION FACILITY IN ARKANSAS OR IN THE EAST, SAYS, "KEEP AN OPEN MIND." Ms. TOWNE, WHO AIMS TO WORK WITH VISUALLY IMPAIRED PERSONS IN A TEACHING CAPACITY IN THE NORTHEAST, FEELS "EVERYONE HAS AN OPPORTUNITY TO BE INDEPENDENT."

AFTER AN HKNC FIELD TRIP WITH HER ART THERAPY CLASS, Ms. LISA OCONEFSKY BECAME INTERESTED IN PURSUING AN INTERNSHIP AT THE CENTER. A BACCALAUREATE DEGREE MAJOR AT LONG ISLAND UNIVERSITY/ C.W. POST, SHE IS AT THE CENTER TWO AND A HALF DAYS EACH WEEK IN THE CREATIVE ARTS DEPARTMENT. SHE FINDS HERSELF DOING MORE INDIVIDUAL INSTRUCTION USING TACTUAL DEMONSTRATION. SHE FEELS IT IS NECESSARY TO DEVELOP TRUST WITH PERSONS

WHO ARE DEAF-BLIND FOR CREATIVE EXPRESSION. IN GROUP ACTIVITIES, Ms. OCONEFSKY SEES MUTUAL EXCHANGE IN LEARNING SIGN LANGUAGE AND INDEPENDENT CRAFT HOBBIES. HER INTERNSHIP IS PROVING THAT PERSONS WHO ARE DEAF-BLIND HAVE MANY ABILITIES AND CAPABILITIES. AFTER SHE COMPLETES HER UNDERGRADUATE WORK, SHE WOULD LIKE TO ATTEND GRADUATE SCHOOL IN THE EVENINGS WHILE WORKING WITH CHILDREN DURING THE DAY. "NEVER JUDGE ANYONE - LET EACH PERSON DEMONSTRATE WHAT HE/SHE IS CAPABLE OF DOING," SAYS Ms. OCONEFSKY.

BEING DEAF-BLIND HERSELF, Ms. CHRISTY CUMMINGS, AN UNDERGRADUATE PSYCHOLOGY MAJOR AT GALLAUDET UNIVERSITY, WANTED TO IMPROVE HER SELF-CONFIDENCE IN WORKING WITH OTHERS LIKE HERSELF. HER INTERNSHIP INCLUDES



WORKING IN DAILY LIVING SKILLS, THE COMMUNICATION LEARNING CENTER, AND IN THE RESIDENCE DURING THE MORNING. MS. CUMMINGS SEES THAT SUPERVISORY FEEDBACK, AND CLEAR EXPLANATIONS AND EXPECTATIONS (FOR EXAMPLE, PUNCTUALITY) ARE IMPORTANT FOR A SUCCESSFUL INTERNSHIP. DECISION-MAKING IS A CRITICAL ASPECT IN THIS LEARNING EXPERIENCE. MS. CUMMINGS FEELS THAT SHE HAS CONTRIBUTED TO THE INCREASING REPERTOIRE OF SIGN LANGUAGE SKILLS OF AT LEAST ONE PERSON WHO IS DEAF-BLIND HERE. AFTER HER GRADUATION, SHE WOULD LIKE TO GAIN WORK EXPERIENCE AND PURSUE A MASTER'S DEGREE IN SPECIAL EDUCATION. MS. CUMMINGS, WHO FEELS THAT BY "LEARNING TO TAKE A RISK AND BEING OPEN TO NEW EXPERIENCE," SHE HAS CHANGED HER CAREER GOALS BECAUSE OF A VERY SUPPORTIVE

**INTERNSHIP EXPERIENCE.**

**HAVING A BACKGROUND IN THE FIELD OF BLINDNESS AND CURRENTLY STUDYING FOR A MASTER'S IN DEAFNESS REHABILITATION AT NEW YORK UNIVERSITY, Ms. RO RICCI WAS INTRIGUED BY HKNC'S COMPREHENSIVE PROGRAM DURING A VISIT TO THE CENTER. HAVING HAD A ONE-MONTH INTERNSHIP IN ITS WORK EXPERIENCE DEPARTMENT, SHE FEELS THAT SHE CAN COMBINE BOTH AREAS OF STUDY - BLINDNESS AND DEAFNESS - AND APPLY BOTH TO DEAF-BLINDNESS. THE DIVERSITY OF PEOPLE WITH VARYING BACKGROUNDS AND COMMUNICATION PREFERENCES HAS CHALLENGED Ms. RICCI TO BE CREATIVE AND FLEXIBLE. THE FULL COOPERATION OF ALL TEAM MEMBERS IN VARIOUS DEPARTMENTS ASSURES CONTINUITY OF SERVICES FOR PEOPLE WHO ARE DEAF-BLIND. Ms. RICCI**



IS INTERESTED IN BEING A REHABILITATION COUNSELOR WITH PERSONS WHO ARE DEAF-BLIND AFTER SHE GRADUATES. "BY HAVING A FLEXIBLE MIND," Ms. RICCI FEELS THAT HER INTERNSHIP AT HKNC HAS ONLY BEGUN TO PREPARE HER FOR FUTURE CHALLENGES.



Pictured at HKNC headquarters are (l to r) interns, Lisa Oconeisky, Sharon Reeves, Alice Townd, Ro Ricchi and Christy Cummings.

HKNC BELIEVES THERE ARE MUTUAL BENEFITS TO BE GAINED BY WORKING WITH COLLEGE AND UNIVERSITY STUDENTS. THE EDUCATIONAL

EXCHANGE AND THE SHARING OF MUTUAL EXPERIENCES AND KNOWLEDGE BY HKNC TEAM MEMBERS ADDS TO THE OVERALL GOAL OF REHABILITATION OF PERSONS WHO ARE DEAF-BLIND, AND TO THE TRAINING OF FUTURE TEAM MEMBERS.

### FIELD NOTES

BY JOSEPH McNULTY, ASSISTANT DIRECTOR, HKNC

THE HELEN KELLER NATIONAL CENTER IS PLEASED TO ANNOUNCE THAT SHERYL ("RUSTIE") ROTHSTEIN HAS BEEN HIRED AS REGIONAL REPRESENTATIVE FOR ITS SAN FRANCISCO OFFICE. RUSTIE IS A FAMILIAR FACE TO MANY WHO HAVE ATTENDED THE RECENT CONVENTIONS OF THE AMERICAN ASSOCIATION OF THE DEAF-BLIND (AADB).

PRIOR TO ACCEPTING THE REGIONAL



REPRESENTATIVE POSITION IN REGION IX, Ms. ROTHSTEIN WORKED IN THE LOS ANGELES SCHOOL SYSTEM FOR SEVEN YEARS AS A TEACHER OF HANDICAPPED STUDENTS, INCLUDING VISUALLY IMPAIRED AND BLIND, DEAF-BLIND, AND DEAF-MULTIHANDICAPPED. DURING THIS TIME SHE ALSO SERVED ON THE DEAF-BLIND GUIDELINES COMMITTEE FOR THE CALIFORNIA STATE DEPARTMENT OF EDUCATION.

A 1976 GRADUATE OF THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES, AND HOLDER OF A MASTER'S DEGREE IN SPECIAL EDUCATION FROM SAN FRANCISCO STATE UNIVERSITY IN 1980, Ms. ROTHSTEIN'S CREDENTIALS INCLUDE CERTIFICATION AS AN INSTRUCTOR IN ORIENTATION AND MOBILITY.

IN THE JUNE ISSUE, MENTION WAS MADE OF A JOINT EFFORT UNDERTAKEN BY THE HELEN KELLER

NATIONAL CENTER AND ST. LUKE'S-ROOSEVELT HOSPITAL DEVELOPMENTAL DISABILITIES CENTER TO SURVEY AGENCIES SERVING INDIVIDUALS WITH CONGENITAL RUBELLA SYNDROME (CRS) IN HOPES OF FORMING A NATIONAL PICTURE OF ANY LATE-EMERGING MANIFESTATIONS OF CRS SYMPTOMS. TO DATE, WE HAVE RECEIVED NINETY RESPONSES FROM PROFESSIONAL WORKERS AND PARENTS.

WHILE THIS IS ENCOURAGING, WE ARE HOPING FOR EVEN MORE INPUT. A SECOND LETTER HAS GONE OUT TO ALL THOSE ON OUR MAILING LIST WHO DID NOT RESPOND TO THE INITIAL QUESTIONNAIRE.

WE WOULD APPRECIATE ANY AND ALL HELP ON THIS PROJECT, SO IF YOU OR SOMEONE YOU KNOW EITHER HAS A FAMILY MEMBER WITH CRS OR WORKS WITH A PROGRAM SERVING THIS POPULATION, PLEASE CONTACT ME HERE AT THE



CENTER AND I WILL SEND THEM A  
QUESTIONNAIRE.



Cartoonist, Howard Miller, is currently a client at the Helen Keller National Center.



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NAT-CENT NEWS

HELEN KELLER NATIONAL CENTER  
FOR DEAF-BLIND  
YOUTHS AND ADULTS  
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Sands Point, NY 11050

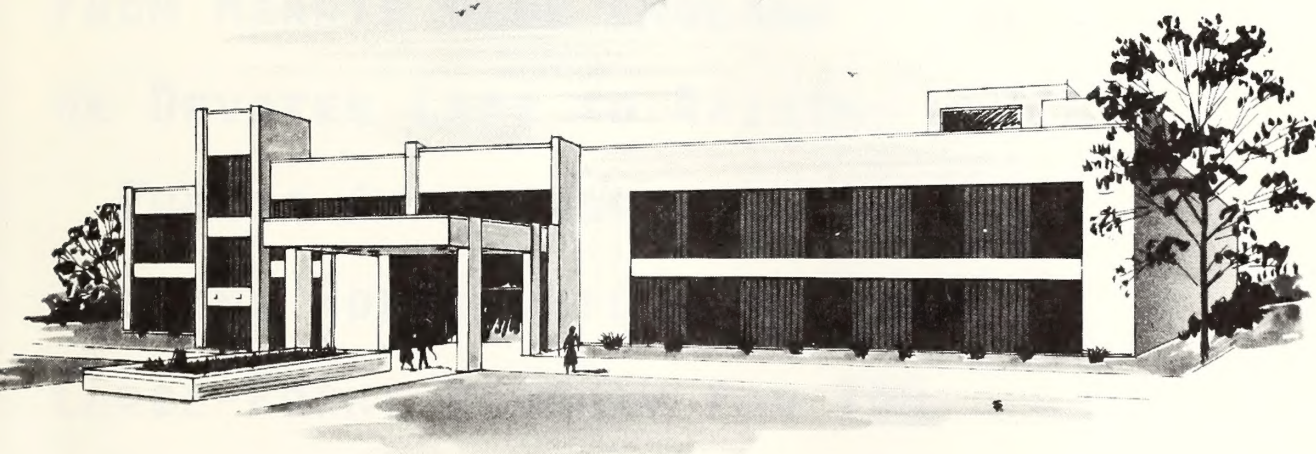
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# NAT-CENT NEWS



Published 3 times a year by:

Helen Keller National Center for Deaf-Blind Youths and Adults

111 Middle Neck Rd.

Sands Point, N.Y. 11050

Tel.: Area Code 516-944-8900

Operated by Helen Keller Services for the Blind

EDITOR — ROBERT J. SMITHDAS, L.H.D., Litt. D., L.H.D.

Vol. 19 No. 2  
January 1989





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EDITORIALLEST WE FORGET

BY ROBERT J. SMITHDAS, LHD, LITT.D, LHD

ONCE IN A WHILE WE NEED TO REVIEW SOCIAL NORMS THAT MAKE LIVING SEEM CIVILIZED AND BEARABLE, AND THAT GIVE LIFE TO THAT QUALITY WE CALL HUMAN DIGNITY. THE FOLLOWING EDITORIAL, WRITTEN FOR AN EARLY ISSUE OF NAT-CENT NEWS, IS A REMINDER THAT DEAF-BLIND PEOPLE ARE INDIVIDUAL HUMAN BEINGS WHO WANT TO BE TREATED WITH RESPECT BY OTHERS.

. . . . .

YEARS AGO, WHILE I WAS SERVING AS ASSOCIATE DIRECTOR OF SERVICES FOR THE DEAF-BLIND AT THE INDUSTRIAL HOME FOR THE BLIND, I HAD AN ELDERLY MAN AS A CLIENT WHO HAD A REMARKABLE TALENT FOR IDENTIFYING

PEOPLE READILY BY TOUCH. ORRIS HAD BEEN TOTALLY DEAF AND BLIND MOST OF HIS LIFE, BUT HE RARELY FAILED TO IDENTIFY A PERSON SIMPLY BY FEELING THE HAND THAT WAS OFFERED TO HIM. MANY OF HIS FRIENDS TRIED TO CONFUSE HIM BY ALTERING THE WAY THEY SPELLED, OR BY USING THEIR OTHER HAND, BUT HE WOULD MERELY RUB THEIR HANDS BETWEEN HIS FINGERS AND THEN SPELL OUT THE CORRECT NAME.

ORRIS DEFINITELY HAD A UNIQUE ABILITY, BUT IT IS NOT ONE SHARED IN COMMON WITH MOST DEAF-BLIND INDIVIDUALS. OVER THE YEARS, MANY DEAF-BLIND PEOPLE HAVE EXPRESSED THEIR ANNOYANCE AND DISLIKE OF HAVING TO GUESS THE IDENTITIES OF OTHERS WHO ASK, "GUESS WHO THIS IS?" THEY POINT OUT THAT SUCH GUESSING GAMES ARE FOR



CHILDREN, AND THAT THEY, AS ADULTS, SHOULD NOT HAVE TO PARTICIPATE IN THEM. ONE DEAF-BLIND FRIEND HAS COMMENTED: "EXPECTING ME TO GUESS THE IDENTITY OF SOMEONE PLAYS ON MY DISABILITIES - AND I'M AN INDIVIDUAL, TOO."

THE REMEDY TO THIS SITUATION IS A SIMPLE ONE: IDENTIFY YOURSELF TO YOUR DEAF-BLIND FRIENDS. USE A NAME SIGN OR A SPECIAL GESTURE THAT IS EASILY RECOGNIZED.

EQUALLY IMPORTANT IS THE NEED TO COMMUNICATE WITH DEAF-BLIND INDIVIDUALS DIRECTLY. IF ONE HAS THE ESSENTIAL COMMUNICATION SKILLS FOR CONVERSING WITH A DEAF-BLIND PERSON, THERE IS NO VALID EXCUSE FOR USING A THIRD PERSON TO RELAY INFORMATION TO A DEAF-BLIND PERSON. COMMUNICATING DIRECTLY ESTABLISHES A SENSE

OF WARMTH AND PERSONAL INTIMACY THAT LESSENS THE DEAF-BLIND INDIVIDUAL'S SENSE OF ISOLATION, REVITALIZING THEIR BELIEF THAT THEY ARE STILL PART OF THE WORLD THEY LIVE IN AND FUNCTION AS PERSONALITIES IN THEIR OWN RIGHT.

EVERY INDIVIDUAL HAS A SENSE OF HIS/HER OWN DIGNITY AS A HUMAN BEING. DEAF-BLIND PEOPLE ARE NO EXCEPTION, AND WE CAN PROVIDE THAT EXTRA UPLIFT TO THE SPIRIT BY A SIMPLE SIGN OR GESTURE, OR A FEW DIRECT, PERSONAL WORDS THAT BREAK THROUGH THE BARRIER OF ISOLATION.

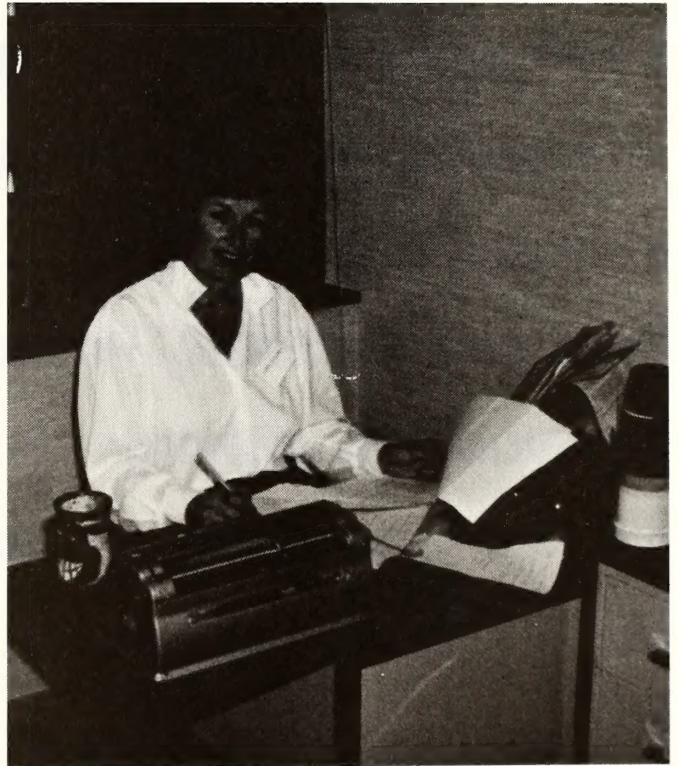
### WORTHY OF PRAISE

ON NOVEMBER 17, 1988, LINDA ANN STILLMAN, MEMBER OF THE BOARD OF TRUSTEES OF THE HELEN KELLER SERVICES FOR THE BLIND, MEMBER



OF THE OPERATIONS COMMITTEE OF THE HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS, AND LONG-TIME VOLUNTEER BRAILLIST AT THE CENTER, RECEIVED AN AWARD FROM THE NEW YORK ASSOCIATION FOR EDUCATION AND REHABILITATION OF THE VISUALLY IMPAIRED.

LINDA RECEIVED THE NAT SEAMAN RECOGNITION AWARD AS AN "EXTRAORDINARY HUMANITARIAN WHO HAS DEDICATED MORE THAN 35 YEARS OF HER LIFE TO



HELPING BLIND, DEAF-BLIND, AND DISABLED PERSONS IN NEW YORK."

IN ADDITION TO HER CURRENT ACTIVITIES, LINDA WAS ON THE BOARD OF THE GREAT NECK

VISITING NURSE ASSOCIATION AND DEVELOPED THE FIRST "MEALS ON WHEELS" PROGRAM FOR THE HOMEBOUND IN HER COMMUNITY. A CERTIFIED TRANSCRIBER OF BRAILLE, SHE HAS TRANSCRIBED THOUSANDS OF PAGES FOR MANY STUDENTS, AND HAS BEEN AN INTERPRETER IN COLLEGE CLASSES FOR A DEAF-BLIND WOMAN STUDYING FOR HER MASTER'S DEGREE IN SPECIAL EDUCATION. ALL THIS, IN ADDITION TO A BUSY FAMILY AND SOCIAL LIFE, SINGLES HER OUT AS A REMARKABLE WOMAN!

. . . . .

IN OCTOBER, 1988, DR. RODERICK J. MACDONALD OF SILVER SPRINGS, MARYLAND, WAS ONE OF THE FIVE RECIPIENTS OF OUTSTANDING HANDICAPPED WORKER OF THE YEAR AWARDS PRESENTED BY THE FEDERAL GOVERNMENT OF THE UNITED STATES AND SIGNED BY PRESIDENT



RONALD REAGAN.

ROD, AS HE IS AFFECTIONATELY KNOWN TO HIS DEAF-BLIND FRIENDS, IS PRESIDENT OF THE AMERICAN ASSOCIATION OF THE DEAF-BLIND, AND WORKS AS A COMPUTER ANALYST FOR THE UNITED STATES DEPARTMENT OF LABOR IN WASHINGTON, D.C., WHERE HE HAS BEEN EMPLOYED FOR MORE THAN FIFTEEN YEARS. IN ADDITION TO HIS RESPONSIBLE DUTIES AT THE U.S. DEPARTMENT OF LABOR, HE HAS SERVED ON MANY COMMITTEES ON BEHALF OF DISABLED PEOPLE, AND IS A DEDICATED WORKER FOR THE DEAF-BLIND COMMUNITY. HE HOLDS A MASTER'S DEGREE FROM CALIFORNIA STATE UNIVERSITY AT NORTHRIDGE, CALIFORNIA, AND AN HONORARY DOCTORATE FROM WESTERN MARYLAND COLLEGE, WESTMINSTER, MARYLAND.

ROD ALSO RECEIVED AN AWARD FROM THE

# NATIONAL ASSOCIATION OF THE DEAF IN RECOGNITION OF OUTSTANDING SERVICE.

. . . . .

IN DECEMBER, 1988, A RETIREMENT DINNER WAS GIVEN BY NATIONAL INDUSTRIES FOR THE BLIND, HONORING MR. HAROLD RICHTERMANN, ITS DIRECTOR OF REHABILITATION SERVICES.

RIC, AS HE IS AFFECTIONATELY KNOWN TO HIS COLLEAGUES, FRIENDS, AND COUNTLESS BLIND AND DEAF-BLIND PEOPLE, BEGAN HIS CAREER AT THE INDUSTRIAL HOME FOR THE BLIND IN 1948 AS A MOBILITY INSTRUCTOR, AND LATER BECAME DIRECTOR OF ALL ITS REHABILITATION



Ric displays the award he received in recognition of his years of service on the Advisory Committee of the Helen Keller National Center.



PROGRAMS. AN EXCEPTIONALLY PERCEPTIVE AND UNDERSTANDING PROFESSIONAL WORKER, HE EARNED THE ESTEEM AND LOVE OF HIS COLLEAGUES AND CLIENTS. OVER THE YEARS HE RECEIVED NUMEROUS AWARDS, INCLUDING THE McCAULEY AWARD FOR PLACEMENT, THE AMBROSE SHOTWELL AWARD, THE PRESTIGIOUS M.C. MIGEL AWARD, AND THE MEMBER OF HONOR FROM THE UNION NATIONALE DES AVEUGLES DE TUNISIE OF TUNISIA. HAROLD RICHTERMANN IS RECOGNIZED AS ONE OF THE MOST OUTSTANDING EXPERTS ON REHABILITATION OF THE BLIND AND DEAF-BLIND IN THE FIELD. HE HAS SERVED AS CHAIRPERSON FOR MANY COMMITTEES AND CONFERENCES, INCLUDING THE ADVISORY COMMITTEE OF THE HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS. HE PLANS TO LIVE IN NEW JERSEY WITH HIS WIFE, ANITA, WHO IS ALSO

RETIRING AS A COLUMNIST FOR THE LONG ISLAND  
NEWSPAPER, NEWSDAY.

### SOUND DECISION!

JO HELEN MANN OF SULFUR, OKLAHOMA, BLIND  
SINCE BIRTH AND PROFOUNDLY DEAF FOR NINE  
YEARS, WAS RESCUED FROM TOTAL DEAFNESS TWO  
YEARS AGO.

JO HELEN WAS THE FIRST DEAF-BLIND WOMAN  
EVER TO RECEIVE A NUCLEUS 22-CHANNEL  
COCHLEAR IMPLANT AT THE CENTRAL EAR  
RESEARCH CENTER AT BAPTIST MEDICAL CENTER  
IN OKLAHOMA CITY. THE NUCLEUS 22 IS A  
DEVICE THAT HELPS TO RESTORE SPEECH AND  
SOUND UNDERSTANDING TO NERVE-DEAF PEOPLE  
WHO CANNOT BE HELPED BY THE USUAL HEARING-  
AIDS.

JO HELEN'S LIFE WAS PROFOUNDLY CHANGED AS



A RESULT OF HER IMPLANT. SHE RESUMED TEACHING AT THE OKLAHOMA SCHOOL FOR THE DEAF, AND NOW TREASURES THE VOICES OF HER TWO CHILDREN, STEVE AND APRIL. JO HELEN WAS EAGER TO SHARE HER EXPERIENCES WITH OTHER DEAF-BLIND PEOPLE, WHICH LED HER TO HER HUSBAND-TO-BE, GARY FITTS.

GARY, 48, OF ST. CHARLES, ILLINOIS, BECAME BLIND AT THE AGE OF TWENTY-FIVE. HE WAS A PSYCHOLOGIST WORKING IN REHABILITATION OF THE BLIND UNTIL 1982 WHEN HE BECAME PROFOUNDLY DEAF. IN 1987, WHEN GARY'S DOCTORS DECIDED HE WOULD BE A GOOD CANDIDATE FOR A COCHLEAR IMPLANT, HIS AUDIOLOGIST, WHO HAD HEARD OF JO HELEN, SUGGESTED GARY WRITE TO HER. CORRESPONDENCE TURNED INTO LOVE.

GARY RECEIVED HIS COCHLEAR IMPLANT IN

MARCH OF THIS YEAR AT MERCY HOSPITAL IN CHICAGO. HIS FIANCEE, JO HELEN, WAS AT HIS SIDE WHEN HIS IMPLANT WAS TUNED UP A MONTH LATER. THEY WERE MARRIED IN JUNE AND NOW LIVE IN OKLAHOMA.

(EDITOR'S NOTE: JO HELEN MANN IS A FORMER CLIENT OF THE HELEN KELLER NATIONAL CENTER, WHO WAS SUBSEQUENTLY PLACED AS A TEACHER'S AIDE AT THE OKLAHOMA SCHOOL FOR THE DEAF).



Jo Helen and Gary Fitts



**JOB HELPS OVERCOME HANDICAPS**

BY SANDY STRICKLAND (REPRINTED WITH  
PERMISSION OF THE FLORIDA TIMES-UNION,  
JACKSONVILLE, FL)

MARY BETH SMALLWOOD BENDS HER SLIGHT  
FRAME OVER A COPY MACHINE THAT IS RAPIDLY  
SPEWING PAGE AFTER PAGE. WHEN THE DESIRED  
NUMBER HAS BEEN PRINTED, SHE BRINGS THE  
PAPERS UP TO EYE LEVEL AND METICULOUSLY  
ARRANGES THEM IN STACKS.

TO THE CASUAL OBSERVER, THE JOB SEEMS  
SIMPLE ENOUGH. A LITTLE TEDIOUS, PERHAPS,  
BUT NOT SO TO MISS SMALLWOOD. HER JOB IN  
THE DUPLICATING DEPARTMENT AT JACKSONVILLE  
UNIVERSITY (JU) REPRESENTS A MILESTONE, NOT  
ONLY FOR HER, BUT FOR THE FLORIDA  
ASSOCIATION FOR THE DEAF-BLIND AND MULTI-  
HANDICAPPED. THE 21-YEAR-OLD JACKSONVILLE

RESIDENT WAS BORN DEAF, BLIND IN ONE EYE, LEGALLY BLIND IN THE OTHER AND MENTALLY HANDICAPPED. HER PARENTS WERE TOLD SHE WAS NOT TRAINABLE AND SHOULD BE INSTITUTIONALIZED.

SIX MONTHS AGO, SHE BECAME THE FIRST PERSON TO BE PLACED IN AN EMPLOYMENT PROGRAM SPONSORED BY THE ASSOCIATION. HER JOB EXPERIENCE HAS RESULTED IN A DRAMATIC CHANGE IN HER DEMEANOR, THE PROGRAM'S EXECUTIVE DIRECTOR SAID. "ALTHOUGH COMMUNICATION WITH MARY BETH IS LIMITED BECAUSE OF HER DISABILITY, HER QUALITY OF LIFE HAS IMPROVED," SAID LILLIAN GARCIA, WHO ALSO SERVES AS ASSOCIATION PRESIDENT. "SHE CARRIES HERSELF WITH PRIDE. SHE SEEMS HAPPIER. YOU CAN NOTE THE FULFILLMENT," SHE SAID.



MICHAEL BOBBIN, WHO IS IN CHARGE OF PURCHASING FOR JU, SAID THE DUPLICATING DEPARTMENT PREVIOUSLY HAD HIRED A DEAF PERSON, AND HE WAS WILLING TO GIVE MISS SMALLWOOD A TRIAL. BUT HE HAD NOT EXPECTED HER HANDICAPS TO BE AS OBVIOUS TO THE EYE. "AT FIRST, I WAS A LITTLE BIT HESITANT. WHEN I SAW HER, I DIDN'T THINK SHE WOULD BE AS DISABLED AS SHE LOOKS," BOBBIN SAID. HE SOON DISCOVERED IT MADE NO DIFFERENCE. MISS SMALLWOOD PROVED TO BE A QUICK LEARNER, DEPENDABLE, WILLING TO WORK AND TRUSTWORTHY IN REGARD TO THE CONFIDENTIAL LETTERS AND TEST PAPERS THE DEPARTMENT PROCESSES.

TO COMMUNICATE WITH HER, EMPLOYEES USE GESTURES AND SYMBOLS. A FEW CO-WORKERS ARE EVEN LEARNING SOME SIGN LANGUAGE. THE

DUPLICATING ORDER FORM WAS REDESIGNED, WITH PICTORIAL SYMBOLS SUBSTITUTED FOR WORDS. FOR INSTANCE, SCISSORS ARE USED TO SHOW WHEN MATERIAL NEEDS TO BE CUT. OTHER SYMBOLS DENOTE WHETHER IT IS TO BE STAPLED, SPIRAL BOUND OR FOLDED FOR THREE-HOLE PUNCH.

THE ASSOCIATION, A NONPROFIT ORGANIZATION ESTABLISHED BY PARENTS AND PROFESSIONALS IN 1984, RECEIVED A GRANT FROM THE STATE DIVISION OF BLIND SERVICES TO SET UP THE PROGRAM IN OCTOBER, 1987. IT IS A NEW CONCEPT KNOWN AS "SUPPORTED EMPLOYMENT," MRS. GARCIA SAID. A JOB COACH PROVIDED BY THE ASSOCIATION IS SENT TO THE WORK SITE. AT FIRST, MISS SMALLWOOD'S COACH - TERESA STONE - WAS WITH HER THE ENTIRE WORKDAY. MISS SMALLWOOD'S HOURS ARE 9:30 A.M. TO



2:30 P.M. UNTIL MISS SMALLWOOD WAS TRAINED, MRS. STONE PERFORMED ANY TASKS SHE WAS UNABLE TO DO. AS MISS SMALLWOOD LEARNED THE ROUTINE, MRS. STONE SPENT LESS AND LESS TIME WITH HER. REPETITION WAS THE KEY TO THE TRAINING PROCEDURE. "I WOULD CALL ATTENTION TO THE SPECIFIC DETAILS AND THEN HAVE HER DO IT RIGHT BEHIND ME," MRS. STONE SAID. "SHE IS VERY COMFORTABLE WITH THE MACHINE."

NOW MISS SMALLWOOD IS ESSENTIALLY ON HER OWN. "A COACH SPENDS AN HOUR A WEEK MONITORING HER PROGRESS AND IS AVAILABLE WHENEVER NEEDED," SAID JANE ISAACS, PROGRAM DIRECTOR. "THAT SUPPORT WILL BE PROVIDED AS LONG AS MISS SMALLWOOD IS EMPLOYED AT JU." MISS SMALLWOOD HAS LEARNED THE LAYOUT OF THE CAMPUS. SHE WALKS TO THE

CAFETERIA, SELECTS HER MEALS, RETURNS TO THE FOUNDERS BUILDING AND GOES TO THE CASHIER'S OFFICE TO GET CHANGE FOR THE SOFT DRINK MACHINE.

OTHER HANDICAPPED CLIENTS ALSO ARE BEING TRAINED, MS. ISAACS SAID. "WE ARE LOOKING FOR EMPLOYERS INTERESTED IN HIRING THE SEVERELY HANDICAPPED," SHE SAID, PRAISING JU OFFICIALS FOR THEIR SUPPORT OF MISS SMALLWOOD.

THE GOAL IS TO PLACE THEM IN A COMPETITIVE JOB WHERE THEY CAN WORK AT LEAST 20 HOURS A WEEK, EARN MINIMUM WAGE AND FIND THEIR OWN LEVEL OF INDEPENDENCE, SHE SAID. "THE ONLY WAY TO EDUCATE SOCIETY IS TO LET IT SEE THAT THOSE WITH DISABILITIES HAVE A LOT OF ABILITIES, TO LET IT SEE HOW PRODUCTIVE THEY REALLY ARE.



RATHER THAN BEING ISOLATED WITH OTHER HANDICAPPED INDIVIDUALS, THEY NEED TO BE INTEGRATED INTO THE COMMUNITY," SHE SAID. IF LOCKED AWAY WITH THEIR OWN KIND, MRS. GARCIA SAID, THE MORE HANDICAPPED THEY WILL REMAIN. IN MISS SMALLWOOD'S CASE, HER PARENTS REFUSED TO ACCEPT THE DIAGNOSIS AND WERE WILLING TO DO EVERYTHING POSSIBLE TO CHANGE IT, MRS. GARCIA SAID.

MISS SMALLWOOD, A GRADUATE OF THE FLORIDA SCHOOL FOR THE DEAF AND THE BLIND, NOW LIVES IN THE ASSOCIATION'S RESIDENTIAL HOME. BEFORE SHE WAS HIRED BY JU, HER STRONG POINTS WERE ASSESSED TO SEE WHICH JOB SHE WAS MOST SUITED FOR. "IT HAS TO BE CLOSE TO A PERFECT MATCH FOR A HIGH SUCCESS RATE," MRS. GARCIA SAID. "A LOT OF MARY BETH'S ABILITIES MATCHED SOME

REQUIREMENTS THIS JOB HAD. SHE DRAWS VERY WELL AND HAS A BEAUTIFUL VISUAL MEMORY. HER ATTENTION TO DETAIL IS WONDERFUL."

INITIALLY, MISS SMALLWOOD WORKED AT REGENCY CHURCH OF GOD AND SOUTHSIDE ESTATES ACADEMY ON A JANITORIAL CREW WITH OTHER HANDICAPPED CLIENTS. NOW THE ASSOCIATION IS SEEKING POSITIONS FOR HER FORMER CO-WORKERS.

BOOK REVIEW: HAPPY TO SING THE BLUES

(REPRINTED FROM THE N.Y. TIMES BOOK REVIEW)

JOANNE GREENBERG'S AFFECTING NOVEL "OF SUCH SMALL DIFFERENCES" CALLS ATTENTION TO THE SLOW, PAINFUL MOVEMENT THAT CHARTS OUR STRUGGLES FROM ISOLATION TOWARD CONNECTEDNESS. THIS IS A SUBJECT THAT THE AUTHOR, WRITING AS HANNAH GREEN, BEGAN TO



EXPLORE 24 YEARS AGO IN HER ACCLAIMED NOVEL "I NEVER PROMISED YOU A ROSE GARDEN." THERE MS. GREENBERG EXAMINED HER THEME AGAINST THE MISSHAPEN INTERIOR LANDSCAPE OF THE MENTALLY ILL. IN "OF SUCH SMALL DIFFERENCES," HER 13TH BOOK, THE BACKGROUND IS THE SILENT, UNLIGHTED ISLAND OF THOSE WHO ARE BOTH DEAF AND BLIND.

WRITTEN FROM THE MAIN CHARACTER'S VIEWPOINT, THE NOVEL RECOUNTS A YEAR IN THE LIFE OF JOHN MOON, WHO IS 25 YEARS OLD WHEN WE MEET HIM. HE LIVES ALONE, ESTRANGED FROM HIS NUCLEAR FAMILY, WITHOUT A FRIEND OUTSIDE THE DEAF-BLIND COMMUNITY. THE BEST TEACHER HE'S EVER HAD HAS BEEN IMPRISONED FOR REASONS JOHN HAS NEVER BEEN TOLD. DEEPENING JOHN'S ISOLATION IS AN INABILITY TO CONTROL THE VOLUME OF HIS SPEECH, WHICH

RENDERS THAT COMMUNICATIVE TOOL NEARLY USELESS.

JOHN WAS BORN BLIND; HIS FATHER BEAT HIM INTO DEAFNESS AND, IN A PECULIAR RITE OF PENANCE, DESERTED THE HOUSEHOLD. THE RAGE JOHN BEARS FOR HIS CONDITION IS SEARING AND NEARLY SELF-CONSUMING. SO IS HIS FURY AT WHAT HE ENDURES AT THE HANDS OF THE SIGHTED AND HEARING - INDIFFERENCE AT BEST, BRUTALITY AT WORST. HIS IS A WORLD IN WHICH HE MUST BE EXHAUSTINGLY VIGILANT ("DEAF-BLIND PEOPLE," A CHARACTER SAYS, "SUFFER MORE FOR THEIR CARELESSNESS"). OTHER PEOPLE ARE NOT HIS ONLY POTENTIAL ENEMIES; THE WRONG TURN ON A STREET, A MISPLACED CHAIR, DAYDREAMING WHILE COOKING A MEAL - EACH CAN RESULT IN DISASTER.

OF CENTRAL INTEREST HERE IS THAT JOHN



MOON IS A POET, A VOCATION THAT PROVIDES MS. GREENBERG OPPORTUNITY TO EXPLORE THE NOTIONS OF VOICE AND VISION. JOHN'S POETRY, ALTHOUGH COMMERCIALY SUCCESSFUL, AVOIDS THE LANGUAGE AND FORM DICTATED BY HIS OWN EXPERIENCE AND REFLECTS HIS UNDERSTOOD EXPERIENCE OF THE HEARING AND SIGHTED. HIS SUBJECT MATTER IS NOT THE TRUTHS IN HIS HEART - HIS RAGE, FOR EXAMPLE, HIS LONGING - BUT THE PLATITUDES OF STIFFLY RHYMED VERSES ABOUT TREES AND SUNLIGHT.

INTO JOHN'S WORLD COMES LEDA, AN ASPIRING ACTRESS WHO CAN HEAR AND SEE AND WITH WHOM JOHN FALLS IN LOVE, CONTRARY TO STANDARD ADVICE. LEDA ACCEPTS JOHN, LOVES HIM IN RETURN, BECOMES COMPANION, GUIDE, INTERPRETER. EQUALLY IMPORTANT, SHE

ENCOURAGES HIM TO CULTIVATE HIS OWN POETIC VOICE AND VISION, TO SHAPE EACH OUT OF THE TEXTURES OF HIS EXPERIENCE. THAT EXPERIENCE CAN BE SPECIAL INDEED, ARRESTING. HERE, FOR EXAMPLE, IS JOHN MAKING CONCRETE THE ABSTRACTION "IDEAS".

"AT CERTAIN EDGES CORNERS MEET SEVERELY. SUN-FACING AND SUN-SIDING TRUTHS CLOSE ON ONE ANOTHER TO A KNIFE-EDGE. OTHER CORNERS COME FROM SIDES THAT BEGIN, LONG BEFORE THEIR EDGES, TO STATE THEIR TRUTHS. LIKE AROMAS THEY COME, A WHIFF, A HINT. ... IDEAS WERE LIKE THESE TWO KINDS OF EDGES. SOME IDEAS MAKE THEIR CONNECTION THOUGHT-TO-THOUGHT AT THAT SHARP, PERFECT MEETING. SOME COME HINT BY HINT. ... SOME IDEAS ARE LIKE FALLING A SUDDEN SPRAWL."

AS JOHN'S LOVE FOR LEDA DEEPENS, AS HIS



POETIC VOICE DEVELOPS, HIS PERSONALITY BEGINS TO FLOURISH. HE ACTS TO RECONNECT WITH HIS FAMILY, WRITES TO HIS FATHER, MOVES INTO LEDA'S HOUSE AND ATTEMPTS TO BECOME PART OF HER NEIGHBORHOOD. HE DISCOVERS, THROUGH LEDA'S EFFORTS, THE REASON THAT HIS TEACHER WAS SENT TO PRISON AND ARRANGES TO VISIT HIM.

IT WOULD BE HEARTENING TO REPORT THAT THESE EFFORTS RESULT IN SUCCESSES. THEY DON'T, BUT THE TRIUMPH HERE, (AND OUR CONSOLATION) IS THAT ALTHOUGH JOHN HAS FAILED, HE IS NOT DEFEATED. BECAUSE HE HAS LEARNED TO LOVE AND TRUST HIMSELF AND OTHERS, HE CAN CONTINUE TO TAKE THE RISKS NECESSARY TO TEST THE WATERS THAT CONTAIN HIM. HE IS ARMED NOW WITH AN AUTHENTIC VOICE AND CONVINCED THAT THERE IS A PLACE

FOR HIM. HE KNOWS, AS HE SAYS, THAT HE CAN SING THE BLUES NOW, WHICH MEANS HE CAN TEMPER HIS SELF-DESTRUCTIVE RAGE, ACKNOWLEDGE HIS CONDITION AND CELEBRATE HIS SURVIVAL. COMPARED WITH WHERE HE WAS AT THE BEGINNING OF THE NOVEL, THESE ARE NO SMALL DIFFERENCES.

### FROM MERRIE OLDE ENGLAND

HELEN BROWNE, 28, RECEIVED A BACHELOR OF ARTS DEGREE WITH HONORS LAST JUNE FROM THE UNIVERSITY OF DURHAM, ENGLAND. WHAT IS REMARKABLE IS THAT HELEN IS PROFOUNDLY DEAF AND TOTALLY BLIND. TOGETHER WITH HER GUIDE DOG, BEN, SHE PROUDLY HEADED THE QUEUE OF STUDENTS WAITING TO RECEIVE THEIR AWARDS. HELEN GOT A DEGREE IN ENGLISH, HISTORY AND POLITICS, AND WAS ONE OF FOUR



DEAF GRADUATES THAT DAY.

MARK FOX RECEIVED A FIRST CLASS B.Sc. IN CHEMISTRY, AND HOPES TO CONTINUE STUDIES FOR A PH.D. SERENA CANT RECEIVED A B.A. IN ENGLISH AND PLANS TO CONTINUE STUDYING FOR A MASTER'S DEGREE; JAQUI PARKES RECEIVED A B.A. IN SOCIOLOGY AND SOCIAL POLICY.

DURHAM UNIVERSITY IS UNIQUE IN ITS SUPPORT OF DEAF AND BLIND STUDENTS. CURRENTLY THERE ARE EIGHTEEN STUDENTS TAKING COURSES AT THE UNIVERSITY, SUPPORTED BY NUMEROUS AIDS, INCLUDING INTERPRETERS.

HE DEVOTES LIFE TO RAISING PUBLIC AWARENESS  
BY WILL SCHERMERHORN (REPRINTED WITH  
PERMISSION FROM THE RICHMOND TIMES-  
DISPATCH, RICHMOND, VA)

IN 1970 MICHAEL R. VAN ORMAN HAD PERFECT



VISION, PERFECT HEARING AND A DEADLY KIDNEY DISEASE. THE EXPERIMENTAL DRUG HE WAS GIVEN DESTROYED HIS HEARING, AND HIS KIDNEYS FAILED ANYWAY.

IT TOOK A MONTH FOR HIS WORLD TO GO SILENT. HE WAS PUT ON DIALYSIS AND LATER HAD A KIDNEY TRANSPLANT. IN 1976, HIGH BLOOD PRESSURE RUINED HIS OPTIC NERVE. IN ONE MONTH, HIS VISION WENT FROM PERFECT TO TOTAL DARKNESS. "IT'S A LONELY, SMALL, LITTLE WORLD. YOU CAN BE ALONE IN A CROWD," VAN ORMAN SAID.

BECAUSE HE CANNOT HEAR OR SEE, HIS FIANCEE AND INTERPRETER, BARBARA D. SCALCIONE, LISTENS TO WHAT PEOPLE SAY TO HIM



Barbara Scalcione interprets for Mike at a meeting.



AND SPELLS OUT WORDS IN HIS PALM USING SIGN LANGUAGE. HE FEELS THE LETTERS SHE FORMS WITH HER FINGERS. WHEN PEOPLE WHO DO NOT KNOW SIGN LANGUAGE WANT TO TALK TO HIM, THEY CAN SPELL OUT WORDS IN HIS PALM BY TRACING INDIVIDUAL LETTERS IN SUCCESSION. HE AND MS. SCALCIONE COMMUNICATE EASILY, AND THEY OFTEN HOLD HANDS EVEN WHEN NOT CONVERSING. BUT FOR A LONG TIME AFTER LOSING HIS SIGHT, ALMOST NO ONE TRIED TO COMMUNICATE WITH HIM. SOME FAMILY MEMBERS AND OTHER PEOPLE WERE AFRAID OF LOOKING FOOLISH SPELLING INTO HIS PALM. SOME ARE STILL AFRAID, HE SAID. THEIR RELUCTANCE MADE HIM THINK THAT SOMETHING IN HIM HAD CHANGED WHICH MADE PEOPLE AFRAID. IT MADE HIM ANGRY. HE NOW KNOWS HE'S JUST THE SAME INSIDE, EVEN IF HE CAN'T SEE OR HEAR. VAN

ORMAN HAS DEVOTED MUCH OF HIS RECENT LIFE TO MAKING PEOPLE AWARE THAT DEAF-BLIND PEOPLE HAVE SPECIFIC NEEDS AND THAT THE FIRST IS COMMUNICATION.

HE LIVES WITH MS. SCALCIONE IN THE BRANDERMILL SUBDIVISION OF CHESTERFIELD COUNTY. LAST NOVEMBER, HE HAD SURGERY FOR ORAL CANCER AT JOHNSTON-WILLIS HOSPITAL OFF MIDLOTHIAN TURNPIKE. BOTH HE AND MS. SCALCIONE WERE IMPRESSED THAT THE JOHNSTON-WILLIS STAFF WAS SENSITIVE TO HIS NEEDS DURING HIS STAY. WHEN HE HAD HEART SURGERY SHORTLY THEREAFTER AT ANOTHER HOSPITAL, HE DID NOT FIND THE STAFF AS UNDERSTANDING.

TO TEACH HOSPITAL WORKERS THE NEEDS OF DEAF-BLIND PATIENTS, HE AGREED TO BE THE SUBJECT OF A SHORT FILM MADE BY BARBARA A.



ZAREMBA, THE STATE COORDINATOR OF SERVICES TO DEAF-BLIND CHILDREN AT THE COLLEGE OF WILLIAM AND MARY'S SCHOOL OF EDUCATION. FILMING AT JOHNSTON-WILLIS WAS COMPLETED IN LATE SEPTEMBER. VAN ORMAN HAS WORKED AT THE COLLEGE WITH MS. ZAREMBA SINCE 1985. HE WAS ALSO FEATURED IN THE FILM "SILENCE AND DARKNESS," WHICH MS. ZAREMBA MADE IN 1987 TO RAISE AWARENESS OF THE CONCERNS OF DEAF-BLIND PEOPLE.

VAN ORMAN'S WORK INCLUDES FINDING WAYS TO ENSURE THAT PUBLIC SCHOOL PUPILS WHO ARE DUAL-SENSORY IMPAIRED RECEIVE AN APPROPRIATE EDUCATION. DUAL-SENSORY IMPAIRED MEANS HAVING IMPAIRMENTS IN BOTH HEARING AND VISION, BUT NOT NECESSARILY DEAF-BLINDNESS. HE GIVES TALKS TO GROUPS WHO REQUEST A SPEAKER ON DEAF-BLINDNESS,

AND HE IS WORKING ON A REGISTRY TO IDENTIFY ALL THE DUAL-SENSORY IMPAIRED CHILDREN IN VIRGINIA. "WE ARE SERVING, IN THE STATE OF VIRGINIA, 200 CHILDREN WHO ARE DUAL SENSORY-IMPAIRED...SOME OF WHOM ARE DEAF-BLIND LIKE MICHAEL," SAID MS. ZAREMBA. "HE IS AN EXCELLENT SPOKESMAN FOR THE DEAF-BLIND. JUST THE FACT THAT MICHAEL IS WHO HE IS - VERY ARTICULATE, VERY INTELLIGENT, VERY AFFABLE - MAKES IT EASIER FOR THE NEXT DEAF-BLIND PERSON WHO COMES ALONG," SHE SAID. "I THINK IT'S REALLY IMPORTANT FOR SCHOOL SYSTEMS AND OTHER PROFESSIONALS WHO ARE OUT THERE TO HEAR THE THOUGHTS OF A DEAF-BLIND PERSON."

ABOUT 90 PERCENT OF THE DEAF-BLIND CHILDREN IN THE UNITED STATES ARE MENTALLY RETARDED AND HAVE DIFFICULTY COMMUNICATING,



MS. ZAREMBA SAID. SOMEONE LIKE VAN ORMAN, WHO HAS EXCELLENT SPEAKING SKILLS, IS UNCOMMON EVEN AMONG THE 10 PERCENT WHO ARE NOT MENTALLY RETARDED, SHE SAID. "MICHAEL IS SO AWARE IN HIS OWN MIND AND IN HIS OWN LIFE OF THE NEED FOR COMMUNICATION ... THAT HE IS AN EXCELLENT SPOKESMAN FOR THE OTHER 90 PERCENT. I THINK HE IS PHENOMINAL. I DON'T THINK WE COULD GET ANYONE BETTER. I ALWAYS COME AWAY FROM MICHAEL FEELING SO UPLIFTED."

VAN ORMAN, 47, IS A TALL, BEARDED MAN WITH DARK HAIR. HIS VOICE IS DEEP AND CLEAR. MS. SCALCIONE MET HIM SIX YEARS AGO WHEN HE WAS LEARNING SIGN LANGUAGE, AND THEY'VE BEEN TOGETHER SINCE. HE AND MS. SCALCIONE WANT TO GET MARRIED, BUT THEY HAVEN'T HAD TIME YET. VAN ORMAN SAID HE'S

DECIDED NOT TO MAKE ANY BIG PLANS FOR THE FUTURE. "I LEARNED IT DOESN'T PAY TO MAKE LONG-TERM GOALS," HE SAID. MS. SCALCIONE'S FORMER JOB REQUIRED HER TO MOVE TO THE RICHMOND AREA THREE YEARS AGO. VAN ORMAN WENT WITH HER.

"I BECAME A MUSIC CRITIC," HE JOKED. MUSIC USED TO BE A BIG PART OF HIS LIFE, HE SAID. BORN IN HUDSON, NY, HE PLAYED ELECTRIC BASS IN A BAND. AFTER HIGH SCHOOL, HE WORKED AS A PRESS OPERATOR FOR THE ITHACA JOURNAL IN NEW YORK FOR 16 YEARS. HE LOST HIS HEARING BUT HE KEPT HIS JOB. "TO ME AT THAT TIME, IT WAS MORE OF AN INCONVENIENCE, NOT A HANDICAP ... I KNEW WHAT THINGS SOUNDED LIKE, AND I HAD MY SPEECH." THE LOSS TROUBLED HIM NONETHELESS.



"I LOST THE SOUND OF MUSIC, SOMETHING I WAS CRAZY ABOUT," HE SAID, "I WAS VERY EMBARRASSED BY MY DEAFNESS . . . . THIS WAS A MISTAKE." SIX YEARS LATER, HE LOST HIS SIGHT. "IT WAS DEVASTATING. THERE WAS NO COMMUNICATION AT FIRST. EVERYTHING WAS GONE." HE WAS LEFT WITH JUST TOUCH, SMELL AND TASTE - AND THOUGHTS. "MILLIONS OF THOUGHTS SWIMMING THROUGH THE HEAD - THE ANGER, THE FRUSTRATION, THE DISGUST, THE DESPAIR." AND HE STILL DREAMED IN SIGHT AND SOUND, WHICH MADE WAKING A WRENCHING RETURN TO REALITY. HE HAD TO RELEARN THE BASICS OF LIVING. "CAN YOU SHAVE IN THE DARK?" HE ASKED. "YOU LEARN TO DO IT IN THE DARK. IT TAKES A LOT OF TIME." TWELVE YEARS AFTER LOSING HIS SIGHT, VAN ORMAN, WHO IS DIVORCED, STILL MISSES SEEING AND

HEARING HIS TWO SONS. BECAUSE HE LOVES SPORTS, HE HATED NOT BEING ABLE TO SEE THE OLYMPICS. AND HE MISSES BASEBALL, ESPECIALLY HIS BELOVED YANKEES. "IT MAY SOUND CORNY, BUT I ALWAYS GOT A THRILL OUT OF SEEING MICKEY MANTLE PUT ONE IN THE BLEACHERS," HE SAID A BIT WISTFULLY. HE MISSES "WAVES ON A LAKE, AND CLOUDS AND TREES BLOWING IN THE WIND. ... WE TAKE IT ALL FOR GRANTED."

VAN ORMAN SEEMS TO HAVE ACCEPTED THE LOSS OF HIS VISION AND HEARING. HE SAT IN HIS LIVING ROOM ON A BIG, SOFT SOFA, SIPPED COFFEE WITH ONE HAND AND WITH THE OTHER RUBBED AMOS, HIS OLD LABRADOR RETRIEVER GUIDE DOG. HIS GOALS NOW ARE SIMPLE. "TO TRY TO BE HAPPY IN LIFE - TO HAVE OUR SLICE OF THE PIE." HE PATTED AMOS' HEAD. "AND



AMOS WANTS HIS SLICE OF THE PIE." HE FINISHED HIS COFFEE. MS. SCALCIONE, A REAL ESTATE AGENT, HAD AN APPOINTMENT TO GO TO, SO SHE BUSTLED AROUND GETTING READY.

VAN ORMAN WALKED OUTSIDE AND STOOD ON THE LANDING IN THE WARM SUNSHINE. "IT'S LOVELY OUT HERE," HE SAID. "A GOOD DAY TO BE ALIVE."

EDITOR'S NOTE: MIKE VAN ORMAN IS A FORMER CLIENT AND STAFF MEMBER OF HKNC.

### TURNING HOPES INTO REALITIES

BY JEREMY BURWELL, SENIOR PLACEMENT SPECIALIST, HKNC

THE IDEA OF A DUAL-SENSORY-IMPAIRED INDIVIDUAL TAKING PART IN AMERICA'S WORK FORCE OFTEN IS A CHALLENGING ONE, NOT ONLY FOR THE PUBLIC AT LARGE, BUT SUPRISINGLY

EVEN FOR MANY HUMAN SERVICES PROFESSIONALS. IT HAS BEEN OBSERVED BY THIS WRITER THAT SOME PROFESSIONALS AND EMPLOYERS ARE RELUCTANT TO WORK WITH DEAF-BLIND PEOPLE, EITHER BECAUSE THEY ARE UNCOMFORTABLE WITH THE PERCEIVED IMPACT OF THE DISABILITY, OR SIMPLY FROM BELIEVING THAT IT IS IMPOSSIBLE FOR SUCH AN INDIVIDUAL TO LEARN MARKETABLE WORK SKILLS AND TO BE AN EFFECTIVE PARTICIPANT IN THE WORKPLACE. THE TASK OF THE HKNC PLACEMENT DEPARTMENT THUS BECOMES ONE OF ADVOCACY AND INFORMAL EDUCATION, AS WELL AS THE DAY-TO-DAY PROCESS OF LOCATING AND SECURING EMPLOYMENT FOR INDIVIDUAL HKNC CLIENTS. HOWEVER, IT IS THE RESULTS OF THE LATTER ACTIVITY THAT ENABLE US TO WORK CONFIDENTLY IN THE FIRST. IF WE ARE ABLE TO GET THE



EAR OF THE EMPLOYER OR THE PROFESSIONAL, THEN WE CAN DEVELOP A WORKING RELATIONSHIP AND BEGIN ADDRESSING THE CLIENT'S VOCATIONAL NEEDS.

THE PROCESS IS, BY ITS NATURE, A DYNAMIC ONE, INVOLVING A GREAT DEAL OF KNOWLEDGE AND COMMUNICATION. THROUGH THE HKNC EVALUATION AND TRAINING PROGRAMS, AND IN COMMUNICATING WITH THE CLIENT, WE BEGIN TO GET AN IDEA OF WHAT MIGHT BE FEASIBLE WORK GOALS FOR THEM, BOTH IN TERMS OF THEIR ACTUAL ABILITIES, AND ALSO THEIR HOPES AND INTERESTS. ONCE POTENTIAL GOALS HAVE BEEN IDENTIFIED, THE NEXT STEP IS TO EXAMINE THE EMPLOYMENT PICTURE IN THE INDIVIDUAL CLIENT'S HOME AREA. (AS OUR CLIENTS ORIGINATE FROM VARIOUS PARTS OF THE USA, THIS PICTURE NATURALLY WILL BE DIFFERENT IN

EACH CASE.) THIS IS DONE THROUGH A GREAT DEAL OF WRITTEN AND TELEPHONED CORRESPONDENCE, AS WELL AS AN EVENTUAL VISIT TO THE LOCALE. DURING THE VISIT, WORK SITES WILL BE EXAMINED AND ANALYZED, NOT ONLY FOR THEIR ACTUAL TASKS AND DUTIES, BUT ALSO FOR ENVIRONMENTAL FACTORS THAT MAY IMPACT ON MOBILITY AND SAFETY. IT IS THROUGH THIS PROCESS OF JOB-ANALYSIS THAT WE ARE ABLE TO DETERMINE IF THE CLIENT CAN BE MATCHED TO THE JOB. IT ALSO IS INSTRUMENTAL IN PINPOINTING ANY MODIFICATIONS THAT COULD BE MADE THAT WOULD ENABLE THE CLIENT TO BE SUCCESSFUL IN THE WORK SITE. SUCH MODIFICATIONS MAY CONSIST OF TECHNOLOGICAL ADAPTATIONS (SUCH AS IN COMPUTER-RELATED FIELDS) OR SIMPLE CHANGES IN LIGHTING, TASKS, OR SEATING. IN



GENERAL, WHEN PLACING A DEAF-BLIND WORKER, IT ALMOST ALWAYS IS NECESSARY TO ADDRESS THE AREAS OF COMMUNICATION, MOBILITY AND TRANSPORTATION, ACQUISITION OF NEW SKILLS AND SOCIALIZATION. THESE ARE KEY AREAS OF CONCERN WHATEVER THE ACTUAL SKILL-LEVEL OF THE JOB MAY BE.

THE NEXT STEP IS TO CONVINCE THE EMPLOYER THAT THE CLIENT CAN DO THE JOB AND THAT THEY SHOULD BE GIVEN AN OPPORTUNITY TO PERFORM. THIS PROCESS CAN HAPPEN THROUGH DISCUSSION, VIDEOTAPES OF THE CLIENT, AND HOPEFULLY A FACE-TO-FACE MEETING WITH THE PROSPECTIVE DEAF-BLIND WORKER. DURING THIS TIME, THE RESPONSIBILITY OF THE PLACEMENT SPECIALIST IS TO SEE THAT BOTH THE CLIENT'S AND THE EMPLOYER'S NEEDS ARE MET. IN OTHER WORDS, WE SHOULD BE FAIRLY AND REASONABLY

ASSURED THAT THIS CLIENT IS RIGHT FOR THAT PARTICULAR JOB. WE ARE LOOKING FOR VIABLE EMPLOYMENT, NOT CHARITY.

I WOULD LIKE TO CITE THREE CASE-EXAMPLES OF HKNC CLIENTS WHO HAVE BEEN SUCCESSFULLY PLACED IN COMMUNITY BASED WORK SITES.

T. IS A YOUNG MAN IN HIS EARLY THIRTIES WHO HAS USHER'S SYNDROME. AS SUCH, HE IS CONGENITALLY DEAF AND IS EXPERIENCING A GRADUAL LOSS OF FIELD IN HIS VISION. HE ORIGINALLY HAD BEEN EMPLOYED AS AN ELECTRONICS ASSEMBLER BUT FOUND THIS JOB INCREASINGLY DIFFICULT TO PERFORM DUE TO HIS DETERIORATING VISION. WHILE AT HKNC, HE BEGAN TO EXPLORE OTHER POSSIBLE OCCUPATIONS, MOSTLY THROUGH COUNSELING AND DISCUSSION. IT WAS OBSERVED BY THE HKNC STAFF THAT HE HAD SOME LEADERSHIP



ABILITIES AND THAT A FEW OF THE OTHER CLIENTS LOOKED UP TO HIM. IT WAS SUGGESTED THAT HE CONSIDER THE FIELD OF EDUCATION AND HE WAS OFFERED THE OPPORTUNITY TO EXPERIENCE THIS THROUGH A THIRTEEN-WEEK INTERNSHIP AS A TEACHER'S AIDE IN THE COMMUNICATIONS LEARNING CENTER AND DAILY LIVING SKILLS DEPARTMENTS. HIS RESPONSIBILITIES INCLUDED LESSON PLANNING, CLIENT INSTRUCTION, AND REPORTS. THIS ALL PROVED TO BE A SUCCESSFUL EXPERIENCE FOR THE CLIENT. THE PLACEMENT SPECIALIST THEN WORKED WITH HIM IN PREPARING A RESUMÉ AND IN PRACTICING INTERVIEW SKILLS. AN APPROPRIATE OPENING FOR A TEACHER'S AIDE WAS LOCATED IN A SCHOOL FOR THE BLIND IN PENNSYLVANIA. THE CLIENT WAS ASSISTED IN GETTING TO THE INTERVIEW AND HE ULTIMATELY

WAS ABLE TO SECURE A JOB. HIS DUTIES INCLUDE ASSISTING TEACHERS ON THE PRE-SCHOOL LEVEL AND COACHING ADOLESCENTS IN JOB-RELATED SKILLS. HE HAS BEEN QUITE SUCCESSFUL ON THE JOB, HOLDING IT NOW FOR NEARLY TWO YEARS.

G. IS A YOUNG WOMAN IN HER EARLY TWENTIES WHO WAS BORN WITH CONGENITAL RUBELLA SYNDROME. ALTHOUGH SHE IS DUAL SENSORY-IMPAIRED, SHE HAS A GOOD DEAL OF VISION. G. EXPRESSED A STRONG INTEREST IN COOKING AND BAKING AS AN OCCUPATION, AND SHE WAS PROVIDED WITH A WORK EXPERIENCE AT HKNC, WHERE HER RESPONSIBILITIES INCLUDED SOME SIMPLE BUT FAIRLY LARGE-SCALE BAKING TASKS. THE PLACEMENT SPECIALIST WAS ABLE TO LOCATE A WHOLESALE AND RETAIL BAKERY FAIRLY CLOSE TO HER HOME, WHICH WOULD



PROVIDE HER WITH ON-THE-JOB TRAINING. MODIFICATIONS WERE MADE TO THE WORK SITE IN THE FORM OF PUTTING TACTUAL MARKINGS ON SOME OF THE EQUIPMENT, AS WELL AS MARKING THE STAIRS TO THE FACILITY'S STORAGE ROOM FOR EASIER MOBILITY. COMMUNICATION AND SKILL-LEARNING WERE ENHANCED THROUGH THE UTILIZATION OF A JOB COACH WITH SIGN LANGUAGE SKILLS, AND THROUGH THE DEVELOPMENT OF A COMMUNICATION BOOK. KEY WORK TERMS AND PHRASES WERE PUT INTO THE PAGES OF A LOOSE-LEAF NOTEBOOK, AS WELL AS SIMPLIFIED RECIPES THAT WERE USED DAILY IN THE WORK SITE. THE BOOK ENABLES THE CLIENT TO COMMUNICATE WITH HER SUPERVISOR AND CO-WORKERS WHEN THE JOB COACH IS ABSENT. ALTHOUGH G. HAS TO REFINE HER JOB-RELATED SKILLS, IT IS REPORTED BY THE EMPLOYER THAT

SHE HAS BECOME AN EFFECTIVE MEMBER OF THE BAKERY TEAM.

D. IS A YOUNG MAN IN HIS EARLY TWENTIES WHO ALSO HAS CONGENITAL RUBELLA SYNDROME, AGAIN WITH A FAIRLY GOOD DEGREE OF FUNCTIONAL VISION. WHEN HE WAS REFERRED TO HKNC, IT WAS STATED TO US THAT HIS GOAL WOULD BE ONE OF SHELTERED EMPLOYMENT. HOWEVER, IN WORKING WITH HIM, IT BECAME APPARENT TO OUR STAFF THAT SUCH A SITUATION WOULD REPRESENT A STATE OF UNDEREMPLOYMENT FOR HIM. HE WAS SUBSEQUENTLY PROVIDED WITH WORK EXPERIENCES AS A DISHWASHER AT BOTH THE HKNC CAFETERIA AND AT ONE IN A LOCAL HOSPITAL. HE DID QUITE WELL AT BOTH SITES AND A VIDEOTAPE WAS MADE OF HIM PERFORMING HIS DUTIES. THIS WAS SENT WITH A LETTER TO THE WORKSHOP AGENCY, REQUESTING THAT THEY



PROVIDE HIM WITH MORE FOOD SERVICE TRAINING AND EVENTUAL COMMUNITY BASED EMPLOYMENT. (IT HAD ALREADY BEEN DETERMINED THROUGH A PLACEMENT DEPARTMENT FIELD VISIT THAT THE AGENCY COULD PROVIDE SUCH TRAINING.) D. DID WELL UPON HIS RETURN HOME AND EVENTUALLY WAS PLACED IN A LOCAL FAST-FOOD RESTAURANT. AGAIN, COMMUNICATION WAS ENHANCED THROUGH A SPECIALLY-DESIGNED BOOK, MUCH LIKE THE ONE THAT G. USED. D. HAS HELD HIS JOB FOR WELL OVER A YEAR NOW AND IS EVEN BEING CONSIDERED FOR SOME SUPERVISORY DUTIES.

IN ALL OF THE CASES CITED ABOVE, BOTH EMPLOYER AND EMPLOYEE ARE SATISFIED PARTIES. IN MANY INSTANCES, DEAF-BLIND PEOPLE ARE DENIED THEIR RIGHT TO WORK DUE TO MISCONCEPTIONS ABOUT THEIR CAPABILITIES

AND A HESITANCY TO GIVE SUCH EMPLOYMENT A TRY. HOWEVER, SOME SUCCESS CAN BE ACHIEVED THROUGH A CAREFUL AND THOROUGH MATCH-UP OF CLIENT SKILL POTENTIAL WITH THE ACTUAL REQUIREMENTS OF A GIVEN JOB, AS WELL AS THE IMPLEMENTATION OF MODIFICATIONS THAT SERVE TO ENHANCE THE WORKER'S PERFORMANCE. IT REMAINS FOR PROFESSIONALS, CONSUMERS, PARENTS, AND OTHER INTERESTED PARTIES TO CONVINCE THE PUBLIC THAT IT CAN BE DONE, AND DONE PRACTICALLY, NOT THROUGH ANY UNUSUALLY EXOTIC METHODS. ALL OF THE INDIVIDUALS MENTIONED ABOVE WERE UNIFIED BY THEIR DESIRE TO WORK AND TO BE ENGAGED IN PRODUCTIVE ACTIVITY. HOW THEIR GOALS WERE MANIFESTED, IS, OF COURSE, DIFFERENT IN EACH CASE. BUT IT IS THEIR EXPERIENCE AT HKNC AND ITS RELATIONSHIP TO THE COMMUNITY



AND THE WORLD OF WORK, THAT ENABLED THEIR HOPES FOR EMPLOYMENT TO GROW INTO THE REALITY OF ACTIVE PARTICIPATION IN THIS WORLD.

### LARGE-PRINT DISPLAY FOR TDD

AT THE HELEN KELLER NATIONAL CENTER, CURRENTLY AVAILABLE TO CLIENTS FOR USE AND TRAINING, IS A NEW LARGE-PRINT DISPLAY FOR TDD IN THE COMMUNICATION LEARNING CENTER (CLC). THE PURCHASE OF THIS SPECIAL DEVICE WAS MADE POSSIBLE BY GENEROUS DONATIONS FROM DR. AND MRS. ROBERT J. SMITHDAS, AND MRS. LINDA A. STILLMAN.

THIS LARGE-PRINT VISUAL DISPLAY IS PRESENTLY DESIGNED TO HOOK UP WITH A SUPERPRINT 100TDD (TELEPHONE DEVICE FOR THE DEAF). THE LARGE VISUAL DISPLAY IS

ATTACHED BY A SPECIAL CABLE TO THE PRINTER PORT OF THE SUPERPRINT 100. THE SUPERPRINT 100 ITSELF NEEDS TO BE EQUIPPED WITH SPECIAL SOFTWARE TO BE COMPATIBLE WITH THE LARGE VISUAL DISPLAY.

THE LARGE VISUAL DISPLAY ALLOWS INDIVIDUALS REQUIRING ENLARGED PRINT (TEN TIMES LARGER THAN THE STANDARD TDD DISPLAY) TO ACCESS AND USE THE TELEPHONE. A SELECTION OF COLORED LENSES IS ALSO AVAILABLE - GREEN, BLUE, YELLOW, LAVENDER, AMBER, AND VIOLET - WHICH CAN ENHANCE OPTICAL READING ABILITY FOR EACH INDIVIDUAL BY PROVIDING THE BEST COLOR CONTRASTS FOR EACH PERSON. OTHER SPECIAL FEATURES INCLUDE A MEMORY THAT ALLOWS THE USER TO PLAY BACK AND REVIEW A CONVERSATION, AND A BUILT-IN TDD ANNOUNCER.



THUS FAR, WE HAVE RECEIVED MANY FAVORABLE REVIEWS OF THIS DEVICE FROM A VARIETY OF VISUALLY-IMPAIRED INDIVIDUALS.

FOR MORE INFORMATION ABOUT THIS DEVICE, CONTACT ULTRATEC, 6442 NORMANDY LANE, MADISON, WI 53719 (608) 273-0707 (TDD AND VOICE). EARLY NEXT YEAR, KROWN RESEARCH, INC. IN CALIFORNIA, ANOTHER POPULAR MAKER OF TDD'S, WILL ALSO BE MARKETING A SIMILAR LARGE-PRINT DISPLAY TDD.

### DEAF-BLIND COORDINATOR FOR WRAD-USA

WORLD RECREATION ASSOCIATION OF THE DEAF (WRAD) HAS ANNOUNCED THAT IT NOW HAS A COORDINATOR FOR DEAF-BLIND MEMBERS LIVING IN THE UNITED STATES. THE UNITED STATES COORDINATING BOARD OF WRAD HAS APPOINTED KATHLEEN POTTER TO BE THEIR CONSULTANT AND

**LIAISON WITH DEAF-BLIND MEMBERS.**

**KATHLEEN POTTER IS A DEAF-BLIND PERSON WITH A LOT OF ENERGY AND DEDICATION TO BOTH THE DEAF AND DEAF-BLIND COMMUNITIES. SHE WAS BORN DEAF, AND WENT TO SCHOOL IN CLEVELAND, OHIO, BEFORE FINISHING SCHOOL AT HOLLYWOOD HIGH SCHOOL IN HOLLYWOOD, CALIFORNIA. KATHLEEN BECAME LEGALLY BLIND A FEW YEARS AGO, BUT THIS DID NOT STOP HER FROM TAKING MASSAGE CLASSES AND SHE RECENTLY BECAME A LICENSED MASSEUSE. SHE ALSO HELPS TO TEACH SIGN LANGUAGE TO BLIND PEOPLE AT THE BRAILLE INSTITUTE OF AMERICA IN LOS ANGELES.**

**KATHLEEN IS THE FOUNDER AND PRESIDENT OF THE SOUTHERN CALIFORNIA ASSOCIATION OF THE DEAF-BLIND, A GROUP THAT HAS MANY PARTIES AND SOCIAL EVENTS FOR THE DEAF-BLIND**



COMMUNITY IN LOS ANGELES AND ORANGE COUNTIES. THE GROUP IS VERY ACTIVE, WITH MANY SOCIALS, TRIPS, AND OTHER ACTIVITIES SIMILAR TO THOSE SPONSORED BY WRAD. WRAD WELCOMES MS. POTTER TO THE WRAD COMMUNITY AND HOPES TO LEARN MUCH FROM HER.

### A HISTORICAL VIGNETTE

THE BRITISH DEAF NEWS, MAY, 1988, CONTAINS THE FOLLOWING ITEM WHICH MAY BE OF INTEREST TO READERS:

AMONG THE ARRESTS MADE IN IRELAND ON HISTORIC SEPTEMBER 15TH, 1865, WAS THE ENTIRE STAFF OF THE IRISH PEOPLE, THE ORGAN OF THE FENIAN PARTY, A GROUP OF ARDENT NATIONALISTS DEDICATED TO THE CAUSE OF INDEPENDENCE OF IRELAND FROM GREAT BRITAIN. ONE OF THE STAFF THUS ARRESTED WAS KIRKHAM,

A LEADING WRITER, WHO WAS STONE DEAF FROM BIRTH AND NEARLY BLIND.

HE WAS A VERY ABLE WRITER, ONE OF THE RACIEST NOVELISTS IRELAND HAS PRODUCED, AND A POET OF MUCH HIGHER INTELLIGENCE.

HE WAS SENTENCED, WITH MEMBER OF PARLIAMENT, JAMES O'CONNOR, TO TWENTY YEARS OF HARD PENAL SERVITUDE. WHEN AND HOW HE DIED DURING HIS SENTENCE WAS NOT RECORDED.

### SHE PREPARES FOR A BRIGHT FUTURE

(REPRINTED WITH PERMISSION OF THE NORTHPORT JOURNAL, NORTHPORT, NY)

BORN HEARING AND VISION IMPAIRED, CINDY TILEY, A RESIDENT OF NORTHPORT, LONG ISLAND, NEW YORK, HAS NEVER BEEN DETERRED BY HER DUAL DISABILITY. "MY GOALS FOR THE FUTURE INCLUDE GETTING A JOB, GOING TO



COLLEGE AND WORKING IN THE FIELD OF HELPING PEOPLE," SHE STATES WITH GREAT CONFIDENCE.

ONE OF FIVE CHILDREN (ONE BROTHER IS SIMILARLY DISABLED) CINDY WAS FITTED WITH GLASSES AT 13 MONTHS AND STARTED SPEECH TRAINING AT AGE FIVE. SHE ATTENDED SEVERAL SCHOOLS ON LONG ISLAND INCLUDING ELEMENTARY SCHOOL IN THE NORTHPORT/EAST NORTHPORT SCHOOL DISTRICT, BOCES IN DEER PARK, THE JAMES E. ALLEN LEARNING CENTER IN DIX HILLS, AND GRADUATED FROM NORTHPORT HIGH SCHOOL IN 1976. ALWAYS INDUSTRIOUS, CINDY ENROLLED IN AN ENGLISH CLASS AT QUEENSBORO COMMUNITY COLLEGE THAT SUMMER. LATER SHE WORKED A A TEACHER'S AIDE IN COMMACK, L.I., AND AS A CHILD CARE WORKER WITH A CHILD WHO HAD DOWN'S SYNDROME, IN BAY SHORE, L.I.

IN JULY 1987, CINDY ENROLLED AT THE HELEN



**KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS (HKNC), A RESIDENTIAL, COMPREHENSIVE VOCATIONAL TRAINING AND JOB PREPARATION PROGRAM, WHOSE HEADQUARTERS ARE LOCATED IN SANDS POINT, L.I. "THE HELEN KELLER NATIONAL CENTER HAS PROVIDED ME WITH ON-CAMPUS AND OFF-CAMPUS CLERICAL WORK EXPERIENCES AT THE PORT WASHINGTON PUBLIC**



Cindy Tiley is pictured with her supervisor, Priscilla Ciccariello during her clerical work experience at the Port Washington Public Library.



LIBRARY AND NORTH SHORE UNIVERSITY HOSPITAL. THIS SIMULATED A REAL WORK ENVIRONMENT AND GAVE ME AN OPPORTUNITY TO TRY A VARIETY OF JOBS.

HKNC OFFERED ME THE CHANCE TO LEARN NEW SKILLS IN HOME MANAGEMENT, HORTICULTURE, ART, ENGLISH, MATHEMATICS, COMMUNICATIONS AND MORE," SHE NOTED ENTHUSIASTICALLY.

CINDY ALSO MAINTAINED AN APARTMENT ON THE HKNC CAMPUS FOR SOME NINE WEEKS WHILE SHE CONTINUED HER DAILY CLASS ROUTINES. SHE WAS RESPONSIBLE FOR RUNNING AN EFFICIENT AND ECONOMIC HOUSEHOLD WHICH INCLUDED CLEANING THE APARTMENT, PLANNING, BUDGETING, SHOPPING AND COOKING HER OWN MEALS.

FOR THE PAST MONTH AND A HALF, CINDY HAS RECEIVED JOB TRAINING IN THE RADIOLOGY

DEPARTMENT AT NORTH SHORE UNIVERSITY HOSPITAL ON LONG ISLAND, AND SHE HAS A STRONG POSSIBILITY OF FULL-TIME EMPLOYMENT. "IF I GET A JOB, I'LL SHARE AN APARTMENT OR HOUSE, JUST LIKE A LOT OF SINGLE WOMEN DO."

THE PUBLIC IS NOT AWARE OF THE FACT THAT THERE ARE MANY DEVICES ON THE MARKET TODAY THAT HELP INDIVIDUALS WHO ARE DEAF-BLIND TO LIVE INDEPENDENTLY IN THEIR OWN HOME AND IN THE COMMUNITY. FOR EXAMPLE, THERE'S THE TDD RELAY SERVICE. A HEARING IMPAIRED PERSON CALLS THE SERVICE ON HIS/HER TDD (A TELECOMMUNICATIONS DEVICE FOR THE DEAF) TO ASK FOR A TAXI, MAKE AN APPOINTMENT OR CALL ANOTHER PERSON WHO DOESN'T OWN A TDD, AND THE SERVICE CONVEYS THE CALL. THERE IS ALSO THE TACTILE COMMUNICATOR (TC), DEVELOPED AT HKNC, WHICH TRANSMITS



INFORMATION THROUGH VIBRATIONS, LIKE THE DOORBELL AND PHONE RING, TO A POCKET-SIZED RECEIVER WORN BY THE INDIVIDUAL.

"DISABLED PEOPLE IN SOCIETY GO TO SCHOOL, WORK, MARRY, HAVE CHILDREN AND SOCIALIZE. DISABILITY DOESN'T HAVE TO MEAN THE INABILITY TO LIVE A FULL LIFE, FOR IN FACT, WE'RE DOING JUST THAT," SAYS CINDY.

FOR FURTHER INFORMATION ABOUT THE HELEN KELLER NATIONAL CENTER TRAINING FOR PARENTS AND PROFESSIONALS, OR VOLUNTEER OPPORTUNITIES, PLEASE CALL BARBARA HAUSMAN AT (516) 944-8900, EXTENSION 325.

### VISION IN CHILDREN

VISION IN CHILDREN - NORMAL AND ABNORMAL IS A VERY USEFUL REFERENCE FOR PROFESSIONALS, PARENTS, HEALTH CARE WORKERS

AND EDUCATORS WRITTEN BY DR. LEE HYVARINEN, A FINNISH OPHTHALMOLOGIST, WHO HAS BEEN INTERESTED IN THE DEVELOPMENT OF VISUALLY-IMPAIRED CHILDREN WITH OR WITHOUT OTHER HANDICAPS. DR. HYVARINEN WAS CHIEF OPHTHALMOLOGIST OF THE FIRST WORLD VISION CLINIC IN FINLAND 1976-1979. IN ADDITION TO BEING THE AUTHOR OF SEVERAL ARTICLES AND BOOKLETS ON LOW VISION, SHE HAS DEVELOPED VISUAL ACUITY TESTS TO IMPROVE SCREENING AND ASSESSMENT OF VISION IN YOUNG CHILDREN.

DR. HYVARINEN IS NOW ENGAGED IN A RESEARCH PROJECT ON ASSESSMENT OF VISION OF DEAF-BLIND PERSONS FOR THE SMITH-KETTLEWELL EYE RESEARCH FOUNDATION IN SAN FRANCISCO, CALIFORNIA. THREE YEARS AGO SHE SPENT SEVERAL WEEKS AT THE HELEN KELLER NATIONAL CENTER STUDYING THE VISUAL PROBLEMS OF THE



CENTER'S CLIENTS WHO ARE LOSING SIGHT DUE TO USHER'S SYNDROME.

DR. HYVARINEN'S DEVELOPMENTAL APPROACHES ARE BASED ON ACTIVITIES WHICH NATURALLY OCCUR EVERY DAY IN A CHILD'S LIFE AND BECOME THE BASIC ELEMENTS FOR VISUAL STIMULATION. VISION IN CHILDREN - NORMAL AND ABNORMAL SHOULD BE OF VALUE TO PARENTS, PARAPROFESSIONALS AND PROFESSIONALS WORKING IN THE FIELD OF VISION.

FOR FURTHER DETAILS, WRITE TO: THE CANADIAN DEAF-BLIND AND RUBELLA ASSOCIATION, HEAD OFFICE, BOX 1625, MEAFORD, ONTARIO, CANADA N0H 1Y0

### FIELD NOTES

BY JOSEPH McNULTY, ASSISTANT DIRECTOR, HKNC  
IN OCTOBER, 1988, MARTHA BAGLEY JOINED

THE STAFF OF THE HELEN KELLER NATIONAL CENTER, ASSUMING THE POSITION OF SPECIALIST IN SERVICES FOR ELDERLY DEAF-BLIND PERSONS. MS. BAGLEY CAME TO THE CENTER FROM THE UNIVERSITY OF ARKANSAS, LITTLE ROCK, WHERE SHE WAS THE COORDINATOR OF THE REGIONAL CONTINUING EDUCATION PROGRAM (REGION VI). PRIOR TO THAT SHE WAS DIRECTOR OF TRAINING AT THE RESEARCH AND TRAINING CENTER ON BLINDNESS AT MISSISSIPPI STATE UNIVERSITY.

MS. BAGLEY WILL BE WORKING OUT OF THE CENTER'S REGIONAL OFFICE IN DALLAS, TEXAS, AND CAN BE CONTACTED AT (214) 497-9670. HER ADDRESS IS: 4455 LBJ FREEWAY, SUITE 317, DALLAS, TX 75244-5998.

IN AN EFFORT TO PROVIDE BETTER SERVICES AND TO DETERMINE THE IMPACT OF TRAINING RECEIVED AT THE HELEN KELLER NATIONAL



CENTER, WE ARE UNDERTAKING A FOLLOW-UP SURVEY OF EACH CLIENT WHO HAS ATTENDED THE HELEN KELLER NATIONAL CENTER SINCE JANUARY, 1984 TO THE PRESENT. EACH OF THE CENTER'S REGIONAL REPRESENTATIVES WILL BE CONTACTING FORMER CLIENTS IN THEIR RESPECTIVE REGIONS. THIS SHOULD PROVE AN EXTREMELY INTERESTING AND INFORMATIVE PROJECT.



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**NAT-CENT NEWS**

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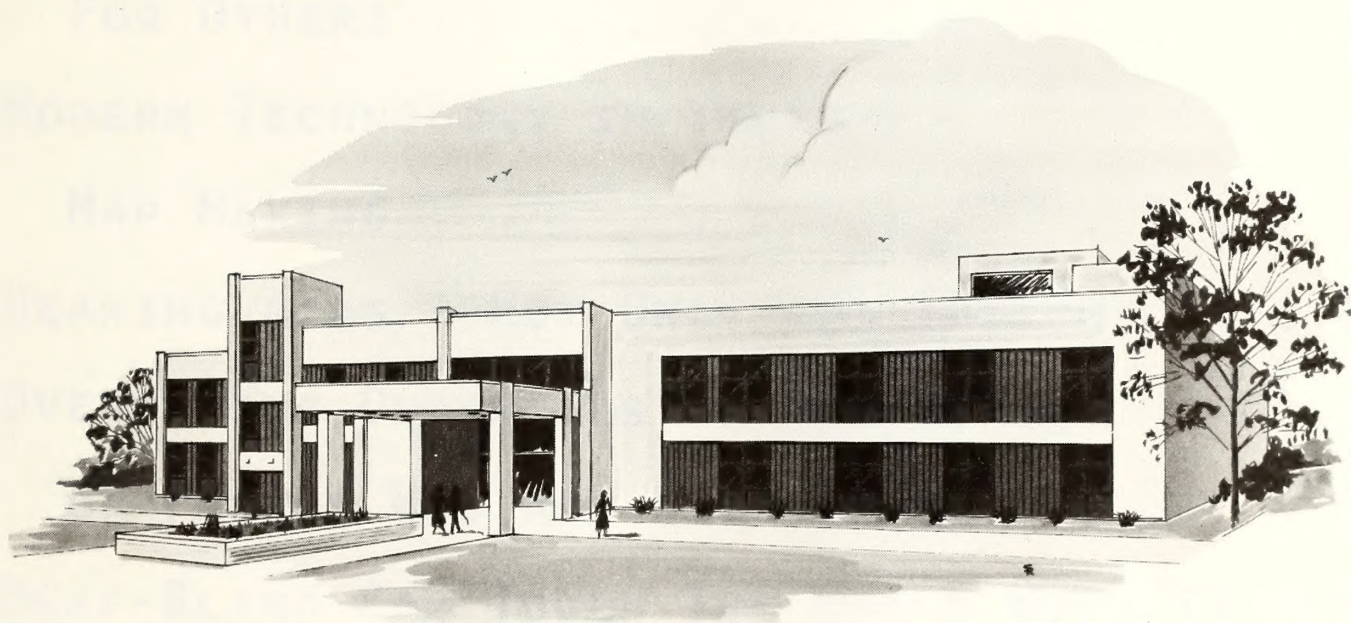
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Published 3 times a year by:

**Helen Keller National Center for Deaf-Blind Youths and Adults**

**111 Middle Neck Rd.**

**Sands Point, N.Y. 11050**

**Tel.: Area Code 516-944-8900**

**Operated by Helen Keller Services for the Blind**

**EDITOR — ROBERT J. SMITHDAS, L.H.D., Litt. D., L.H.D.**

**Vol. 19 No. 3  
May, 1989**

The activities of the Helen Keller National Center for Deaf-Blind Youths and Adults reported herein were supported by funds from the U.S. Department of Education, Office of Special Education and Rehabilitation Services. However, the opinions or policies expressed herein do not necessarily reflect those of the U.S. Department of Education.



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EDITORIALTHE TELEPHONE RELAYS

BY ROBERT J. SMITHDAS, LHD, LITT.D, LHD

IN JANUARY 1989, THE NEW YORK TELEPHONE COMPANY OPENED A NEW SERVICE, THE NEW YORK RELAY CENTER (NYRC) FOR PEOPLE WHO ARE DEAF, BASED IN ALBANY AND STAFFED WITH 70 "COMMUNICATION ASSISTANTS." FOR THOSE WHO USE TELEPHONE DEVICES FOR THE DEAF OR TELEBRAILLES AND OTHER BRAILLE OUTPUT EQUIPMENT, THIS STATEWIDE SERVICE, CONDUCTED ON A 24-HOUR FULL-TIME BASIS, OPENS A NEW DOOR TO GREATER COMMUNICATION AND INDEPENDENCE. THIS SERVICE HAS MADE IT POSSIBLE FOR DEAF AND DEAF-BLIND CITIZENS TO USE THEIR TELEPHONES ALMOST AS EASILY AS THEIR HEARING NEIGHBORS.

RELAY CENTERS ARE NOT A NEW CONCEPT; THEY

HAVE BEEN IN EXISTENCE ON A SMALL SCALE IN SEVERAL OF THE COUNTRY'S LARGER CITIES AND HEAVILY-POPULATED AREAS. BEING SMALL, SUCH RELAY CENTERS WERE USUALLY OPERATED BY VOLUNTEER GROUPS, AND OFTEN IT WAS DIFFICULT TO MAKE A CALL WHEN ONE WANTED TO BECAUSE CONTACT LINES WERE OFTEN OVERLOADED. THEN SOUTHERN BELL OF CALIFORNIA SET UP THE FIRST STATEWIDE RELAY SYSTEM, WHICH SOON PROVIDED TELEPHONE SERVICE FOR OVER 250,000 DEAF CALLERS PER DAY.

FOR DEAF-BLIND PERSONS WHO OWN TELEBRAILLES OR SIMILAR EQUIPMENT, THESE LARGE RELAY CENTERS CAN BE INVALUABLE. THEY MAKE IT POSSIBLE FOR AN INDIVIDUAL TO CALL ANYONE ANYWHERE IN THE STATE IN CASE OF EMERGENCY, TO MAKE ARRANGEMENTS WITH



FRIENDS, TO ORDER SUPPLIES AND GROCERIES, OR JUST FOR THE PLEASURE OF COMMUNICATING DIRECTLY WITH OTHERS. MY WIFE, MICHELLE, AND I HAVE USED THE SYSTEM FOR ORDERING MERCHANDISE FROM CATALOGS, MAKING PLANS WITH FRIENDS, ORDERING A PIZZA, OR OBTAINING INFORMATION. KNOWING THAT THE NYRC IS AVAILABLE DAY AND NIGHT GIVES US A SENSE OF SECURITY BECAUSE WE KNOW THAT IF WE HAVE EMERGENCIES WE WILL BE ABLE TO CALL A PLUMBER, DOCTOR, OR OTHER SOURCES FOR HELP.

AT PRESENT, THESE LARGE RELAY CENTERS LIMIT THEIR OPERATIONS TO ACCEPTING CALLS MADE WITHIN A SINGLE STATE, AND LONG-DISTANCE CALLS ARE NOT ACCEPTED. TO CALL FAMILY MEMBERS OR FRIENDS WHO LIVE IN OTHER STATES, ONE MUST STILL DEPEND ON VOLUNTEER

RELAY GROUPS. BUT, HOPEFULLY, THIS DISADVANTAGE WILL BE OVERCOME IN TIME AS MORE STATES ADOPT RELAY CENTERS AS PART OF THEIR TELEPHONE SERVICES.

WHAT IS NEEDED NOW IS A NEW TELECOMMUNICATION DEVICE TO REPLACE THE TELEBRAILLE, WHICH IS NO LONGER BEING PRODUCED. WITH SUCH A DEVICE, DEAF-BLIND PEOPLE WILL BE ABLE TO MOVE ONE STEP CLOSER TO INDEPENDENCE BY BEING ABLE TO ACCESS A HOST OF NEEDED SERVICES!

### ARTIST DONATES SCULPTURE TO CENTER

WORLD RENOWNED ARTIST, ALFRED VAN LOEN, HAS DONATED ONE OF HIS MAJOR WORKS, TITLED "SEA FORM I," TO THE HELEN KELLER NATIONAL CENTER.

THE FIRST IN A SERIES OF THREE SCULPTURED



PIECES, ALL WORKED FROM ONE FIVE-TON SLAB OF GEORGIAN PINK MARBLE, "SEA FORM I" IS A PERFECT GEOMETRIC SHAPE AND, ACCORDING TO MR. VAN LOEN, REPRESENTS THE VERY BEGINNING OF LIFE THAT EMERGED FROM THE SEA. "THE



Artist, Alfred Van Loen and his donated sculpture titled "Sea Form I" on the grounds of the Helen Keller National Center.

CRUSTACEANS DEVELOPED FIRST. THEY STARTED IN ABSTRACT AND SIMPLE GEOMETRIC FORMS TO DEVELOP INTO ELABORATE AND BUSY SHAPES.



FROM THIS BEGINNING, FISH, LIZARDS, BIRDS, MAMMALS, AND FINALLY MAN, APPEARED," MR. VAN LOEN EXPLAINED.

MARY CAMPBELL, FROM THE NORTH SHORE COUNCIL FOR THE ARTS IN GLEN COVE, NEW YORK, LONG-TIME SUPPORTER OF THE CREATIVE ARTS PROGRAM AT HKNC, WAS INSTRUMENTAL IN OBTAINING THE DONATION OF THIS UNIQUE SCULPTURE.

A YEAR AGO, SEVERAL CLIENTS FROM HKNC'S CREATIVE ARTS DEPARTMENT VISITED THE SCULPTOR'S STUDIO/HOME IN HUNTINGTON, LONG ISLAND, AND HAD AN OPPORTUNITY TO TACTUALLY EXPLORE MANY OF HIS UNUSUAL WORKS. DURING A DEDICATION CEREMONY AT THE CENTER, ONE OF THE CLIENTS EXPRESSED HIS FEELINGS ABOUT THE DYNAMIC SCULPTURE, AND AS A SPOKESPERSON FOR HIS FELLOW CLIENTS,



THANKED THE ARTIST FOR HIS GENEROUS GIFT.

MR. VAN LOEN SAID, "TO HAVE ONE OF MY BEST LARGE STONE CARVINGS, 'SEA FORM I', AT THE HELEN KELLER NATIONAL CENTER IS A GREAT JOY TO ME. I ALWAYS WANTED PEOPLE TO TOUCH MY WORK SO THEY, IN TURN, COULD EXPERIENCE MY THOUGHTS AND FEELINGS WHICH I TURNED INTO THREE-DIMENSIONAL FORM."

BORN IN GERMANY AND EDUCATED AT THE ROYAL ACADEMY OF ART, AMSTERDAM, THE NETHERLANDS, ALFRED VAN LOEN HAS HAD A LONG CAREER AS A PROLIFIC SCULPTOR OF WORKS IN STONE, WOOD, BRONZE AND ACRYLIC. IN ADDITION TO HIS THREE-DIMENSIONAL WORK, HIS DRAWINGS HAVE EARNED HIM A REPUTATION AS AN ILLUSTRATOR AS WELL.

**COOKING IT UP**

BY ELIZABETH JANSON, SUPERVISOR HOME MANAGEMENT; LAURA ROCCHIO, SUPERVISOR DAILY LIVING SKILLS; SUSAN RUZENSKI, SUPERVISOR COMMUNICATIONS LEARNING CENTER; AND JOHN WALTERS, ACTING SUPERVISOR BEHAVIOR MODIFICATION, HKNC.

FOR SEVERAL MONTHS, A GROUP OF CLIENTS AT THE HELEN KELLER NATIONAL CENTER HAVE HAD THE OPPORTUNITY TO PREPARE THEIR OWN BREAKFAST, LUNCH, AND DINNER MEALS. FROM PAST EXPERIENCE, IT WAS REALIZED THAT THERE IS A NEED TO PROVIDE FUNCTIONAL TRAINING FOR CLIENTS WHO HAVE DIFFICULTY TRANSFERRING THE SKILLS THEY LEARN IN THE CLASSROOM TO A NATURAL, REALISTIC SETTING.

A SMALL KITCHEN IN THE CENTER'S RESIDENCE IS THE SETTING FOR THIS PROGRAM. A GROUP



OF CLIENTS HAVE BEEN PREPARING BREAKFAST AND LUNCH FOR SOME TIME, AND WITH THE ADDITION OF THE DINNER MEAL THE PROGRAM BECAME COMPLETE. CURRENTLY, THE FOUR CLIENTS WHO PARTICIPATE IN THIS PROGRAM ASSIST WITH THE MAIN DISH, WHICH IS PREPARED IN THE MAIN KITCHEN OF THE RESIDENCE.

THE FOCUS OF TRAINING IS ON THE ACQUISITION AND DEVELOPMENT OF SKILLS RELATED TO BASIC COOKING AND COMMUNICATION. CLIENTS LEARN HOW TO USE A MICROWAVE OVEN TO COOK VEGETABLES, POTATOES, RICE AND OTHER SIDE DISHES, AS WELL AS DESSERTS. CLIENTS ASSIST WITH SOME STOVE-TOP COOKING WITH SUPPORT, AS NEEDED, FROM THE INSTRUCTOR. ANOTHER IMPORTANT ASPECT OF THIS PROGRAM IS HELPING CLIENTS TO LEARN TO

MAKE CHOICES BY SELECTING FOODS FOR EACH MEAL. A MAJOR ASPECT OF THIS TRAINING PROGRAM IS THE PROMOTION AND UTILIZATION OF COMMUNICATION SKILLS. AN INDIVIDUALIZED APPROACH THAT MEETS THE NEEDS OF EACH CLIENT'S DEVELOPING UNDERSTANDING OF LANGUAGE WITHIN THE CONTEXT OF A MEANINGFUL ACTIVITY, SUCH AS DINNER PREPARATION, CAN BE BOTH MOTIVATING AND SUCCESSFUL.

INSTRUCTION IS INTERDISCIPLINARY, USING MANY OF THE CENTER'S SERVICES. STAFF FROM VARIOUS DEPARTMENTS, SUCH AS DAILY LIVING SKILLS, BEHAVIOR MODIFICATION, COMMUNICATION LEARNING CENTER, HOME MANAGEMENT, AND THE RESIDENCE ASSIST IN SUPERVISING THIS PROGRAM. EACH DEPARTMENT CONTRIBUTES ITS EXPERIENCE AND RESOURCES TO ACCOMMODATE WHATEVER NEEDS A CLIENT MAY



HAVE RELATED TO PROGRAM ACTIVITIES.

THIS IS JUST ONE MORE STEP IN THE DIRECTION OF THE CENTER'S OBJECTIVE TO PROVIDE TRAINING FOR THESE CLIENTS WHO ARE PREPARING FOR COMMUNITY LIVING IN THE FUTURE.

LINDSAY RESIDENT IS A MODEL FOR OTHERS

REPRINTED WITH PERMISSION FROM THE LINDSAY GAZETTE, LINDSAY, CA.

A LOCAL RESIDENT, MARIE ANNE FOUSEK, BECAME HEARING-IMPAIRED AT A YOUNG AGE, AND DISCOVERED THAT HER VISION WAS DETERIORATING DURING HER HIGH SCHOOL YEARS. SHE COULDN'T SEE THE BLACKBOARD OR OVERHEAD PROJECTOR, AND HAD DIFFICULTY WITH NIGHTTIME VISION. THIS DUAL SENSORY IMPAIRMENT IS ONE OF THE MOST SEVERE

CONDITIONS KNOWN TO MANKIND. BUT THAT DIDN'T DETER MARIE!

"OTHER KIDS KNEW I HAD HEARING PROBLEMS. IT WAS DIFFICULT SOCIALIZING BUT I NEVER HAD ANY COUNSELING TO DEAL WITH MY DISABILITY. I WAS SOMEWHAT OF A LONER, BUT I ENJOYED READING MY BOOKS AND MAGAZINES UNTIL I COULDN'T READ ANYMORE," EXPLAINED MRS. FOUSEK.

AT AGE 16, FOUSEK, THE YOUNGEST OF SIX CHILDREN, WAS DIAGNOSED AS HAVING RETINITIS PIGMENTOSA (RP), A PROGRESSIVE DISEASE OF THE RETINA WHICH RESTRICTS VISUAL FIELDS. SHE ATTENDED PUBLIC SCHOOL IN SAN JACINTO AND GRADUATED FROM HIGH SCHOOL IN 1975.

"IT WAS SUGGESTED THAT MY EYESIGHT COULD REMAIN AS IT WAS, OR GRADUALLY DETERIORATE.



I HAD NO PREPARATION FOR DEALING WITH THIS. IN FACT, MY FAMILY AND I DIDN'T TALK ABOUT IT MUCH. I SOON LEARNED THAT THE COMBINATION OF MY HEARING IMPAIRMENT AND RP WAS A GENETIC CONDITION CALLED USHER'S SYNDROME. FOR SEVEN MONTHS I ATTENDED THE ORIENTATION CENTER FOR THE BLIND IN ALBANY. THIS WAS MY FIRST EXPOSURE TO OTHER INDIVIDUALS WITH BLINDNESS AND I WAS INTRODUCED TO BRAILLE AND MOBILITY TRAINING."

FOUSEK MARRIED WHEN SHE WAS 20, AND WITH HER HUSBAND, WHO IS SIGHTED-HEARING, MOVED TO PENDELTON, OREGON. AFTER THE BIRTH OF HER DAUGHTER A YEAR LATER, HER VISION DRASTICALLY CHANGED. IN 1980, THE FAMILY MOVED TO LINDSAY, WHERE THEIR SON WAS BORN. "I FELT UNCOMFORTABLE TALKING ABOUT MY

DISABILITIES WITH MY CHILDREN'S FRIENDS AND THEIR PARENTS. I DIDN'T LET THEM KNOW THAT I HAD TROUBLE HEARING AND SEEING," SAID FOUSEK.

IN MARCH OF 1987, SHE HEARD ABOUT THE HELEN KELLER NATIONAL CENTER. HEADQUARTERED IN SANDS POINT, NEW YORK, HKNC IS A RESIDENTIAL SHORT-TERM COMPREHENSIVE REHABILITATION TRAINING, JOB PREPARATION AND PLACEMENT PROGRAM. IT ALSO OPERATES A NETWORK OF FIELD SERVICES THROUGH TEN REGIONAL OFFICES, SOME 29 AFFILIATES, A NATIONAL TRAINING TEAM, AND A TECHNICAL ASSISTANCE CENTER. HKNC'S REGIONAL REPRESENTATIVE FROM SAN FRANCISCO VISITED FOUSEK AT HOME AND FELT THAT SHE WOULD BE A GOOD CANDIDATE FOR PERSONAL ADJUSTMENT SKILLS TRAINING. SHE ARRIVED AT



THE CENTER IN MARCH 1988.

"THE STRONG SUPPORT FROM MY CHURCH FAMILY AT ST. JAMES EPISCOPAL WAS CRITICAL AND THEY HELPED WITH MY ADJUSTMENT TO HKNC DURING THE FIRST TWO MONTHS. BECAUSE OF THEM I KNEW THAT MY HUSBAND AND CHILDREN WERE NOT ALONE.

"SOCIALIZING WITH OTHERS WHO ARE DEAF-BLIND WAS A SUPPORT SYSTEM FOR ME AT HKNC. WE RELATED TO ONE ANOTHER. THE AUDIOLOGIST FIT ME WITH NEW HEARING AIDS AND HELPED ME ADJUST TO THE IDEA OF BECOMING MORE ASSERTIVE - LETTING PEOPLE KNOW THAT I CAN'T HEAR OR SEE, AND FEELING COMFORTABLE ABOUT THAT. I LEARNED SOME SIGN LANGUAGE USING TRACKING AND TACTUAL SIGN. THE LOW VISION SPECIALIST SUGGESTED STRONGER TELESCOPE LENSES FOR MY GLASSES AND

SEVERAL LOW VISION AIDS, LIKE THE HAND-HELD TELESCOPE AND ILLUMINATED MAGNIFIER. I WAS EXPOSED TO A WIDE SELECTION OF PROTECTIVE SUNGLASSES AND CHOSE THE APPROPRIATE ONES FOR ME. THESE CUT THE BRIGHT RAYS FOR PERSONS WITH RP AND SHARPEN THE CONTRAST IN A BRIGHT, GLARY ENVIRONMENT. MY SOCIAL WORKER, THE VOLUNTEER COORDINATOR AND OTHER STAFF AT THE CENTER WERE EXTREMELY SUPPORTIVE. I THINK THE HIGHLIGHT OF MY TRAINING WAS STUDYING BRAILLE WITH A TEACHER WHO IS DEAF-BLIND - SHE WAS AN INSPIRATION."

WHILE AT THE CENTER FOUSEK ALSO SERVED AS CHAIRPERSON OF THE TRAINEE TOWN HALL MEETINGS. SHE MET WITH STAFF AND ADVISERS TO PLAN AND RESPOND TO THE CONCERNS OF HER FELLOW CLIENTS. SHE HAD A CLERICAL "WORK



EXPERIENCE" ON  
CAMPUS AND  
SAYS THAT SHE  
IS TENTATIVELY  
THINKING OF  
RETURNING TO  
SCHOOL -  
POSSIBLY TO A  
COMMUNITY  
COLLEGE.

"IT CAN BE A  
LONELY LIFE,  
TO BE DEAF-  
BLIND. SO I

WILL SEARCH FOR MORE SUPPORT GROUPS TO  
EXPAND MY SOCIAL LIFE AND EDUCATION. NOW  
THAT I'M RETURNING HOME, I WILL DEFINITELY  
BE LOOKING FOR VOLUNTEER WORK. LAST JUNE



As part of her clerical work experience on-campus at HKNC, Marie sorts, counts, and packages coins.



WHILE VISITING AT HOME, I SHARED A BIT ABOUT MYSELF WITH THE STUDENTS WHO ARE HEARING-IMPAIRED AT THE CLINITE SCHOOL IN TULARE. THEY TRIED OUT MY CANE USING BLINDFOLDS, AND EXPERIENCED TACTUAL SIGNING. I WANT TO SPEAK WITH OTHER YOUNG PEOPLE WHO ARE HEARING IMPAIRED, TO ENCOURAGE THEM AND ADVOCATE FOR THE INTRODUCTION OF SIGN LANGUAGE INTO THE PUBLIC SCHOOLS. PEOPLE SHOULDN'T BE AFRAID TO LEARN SIGN LANGUAGE IN ORDER TO REACH OUT TO SOMEONE WHO IS DEAF OR DEAF-BLIND.

ACCORDING TO FOUSEK'S HKNC FORMER REHAB. COUNSELOR, NANCY SKOLNICK, "MARIE IS ENTERING A NEW PHASE OF HER LIFE. SHE HAS BEEN DEVELOPING LEADERSHIP SKILLS AND SELF-ADVOCACY AND IS DISCOVERING HER UNTAPPED POTENTIAL. SHE CAN NOW INTEGRATE WITH



INDIVIDUALS WHO ARE DEAF, THOUGH SHE ALSO COMMUNICATES ORALLY. I BELIEVE THAT SHE IS LOOKING FORWARD TO ESTABLISHING A SOCIAL NETWORK WHICH SHE DIDN'T HAVE BEFORE HKNC."

### MODERN TECHNOLOGY IN TACTUAL MAP MAKING

BY NANCY HIGGINS, INSTRUCTOR OF ORIENTATION AND MOBILITY

THE RICOH-FUSER IS A NEW MACHINE MANUFACTURED AND SOLD IN SWEDEN, WHICH IS DESIGNED FOR THE PRODUCTION OF RAISED PRINT WORK. IT IS DISTRIBUTED BY RPH-SYN, THE NATIONAL CENTER FOR EDUCATIONAL AIDS FOR THE BLIND, TO BE USED IN TEACHING BLIND CHILDREN IN SCHOOLS AND INSTITUTIONS THROUGHOUT THE COUNTRY. IT IS USED EXTENSIVELY IN ALL AREAS OF INSTRUCTION AT THE EKESKOLAN SCHOOL FOR THE BLIND AND

DEAF-BLIND IN SWEDEN. THEY UTILIZE THE MACHINE TO PRODUCE ALL SORTS OF RAISED MATERIALS, I.E. MAPS, PICTURES, GRAPHS, LETTERS AND WORDS.

THE MACHINE WAS INTRODUCED TO THE ORIENTATION AND MOBILITY STAFF AT HELEN KELLER NATIONAL CENTER BY A SWEDISH MAN, ARNE YNGSTROM, WHO HAD FOUND THE MACHINE INVALUABLE IN HIS ENDEAVORS. MR. YNGSTROM IS AN ORIENTEERER.

IN MOST SWEDISH SCHOOLS, THE SPORT OF ORIENTEERING IS INCLUDED IN THE PHYSICAL EDUCATION CURRICULUM. ORIENTEERING, A PHYSICALLY AND MENTALLY CHALLENGING ACTIVITY, REQUIRES A PERSON TO READ A MAP AND, USING A COMPASS, WALK OR RUN A COMPLEX COURSE THROUGH THE WOODS. ORIENTEERING IS A VERY POPULAR SPORT WITH



SIGHTED YOUTHS AND ADULTS AND MR. YNGSTROM, A SCHOOL TEACHER AND AVID ORIENTEERER, HAS CREATED OPPORTUNITIES FOR BLIND AND VISUALLY IMPAIRED YOUTHS TO ALSO BECOME INVOLVED IN THIS SPORT. TO ACCOMPLISH THIS, HE UTILIZED THE RICOH-FUSER TO MASS PRODUCE STUDY MAPS, ALL OF EQUAL QUALITY, THUS ALLOWING BLIND CHILDREN TO PARTICIPATE IN THE COMPETITION. HE HIGHLY RECOMMENDED THE EQUIPMENT.

THE DEVICE WAS IMMEDIATELY OF GREAT INTEREST TO THE STAFF IN THE O&M DEPARTMENT AT HKNC. WHEN TEACHING O&M, MAPS CAN BE OF GREAT VALUE. WHETHER A STUDENT IS EXPERIENCED OR IS A NOVICE IN THE SKILL OF ORIENTATION AND TRAVEL USING TACTUAL MAPS, SHARP DEFINITION AND CONSISTENCY OF TEXTURE AND SYMBOLS IS OF

THE UTMOST IMPORTANCE. POPULAR MAP KITS VARY IN STYLE AND COMPONENTS, RANGING FROM VELCRO AND MAGNETIC PIECES TO HOMEMADE MATERIALS. THE MOST DIFFICULT ASPECT OF MAP MAKING IS GUARANTEED CONSISTENCY. WHEN USING STANDARD FLEXIBLE MAP KITS, PIECES CAN TEND TO MOVE AROUND OR THE MAP PARTS MAY BE OF A TEXTURE THAT DOES NOT PROVIDE CLEAR DEFINITION TO THE FINGERTIPS, ALL OF WHICH CAN SOMETIMES BE CONFUSING FOR THE STUDENT.

IN CONTRAST, THE RICOH-FUSER PRODUCES A HIGH QUALITY, STURDY MAP. IT WILL RAISE UP ANY DESIGN THAT IS DRAWN WITH LEAD ONTO A SPECIALLY TREATED, MICROCAPSULE PAPER, CALLED SVALLPAPPER, ("SWELLPAPER"). BY APPLYING HEAT TO THE MAP, THE PAPER SWELLS UP AND THE SYMBOLS ON THE PAPER ARE SHOWN



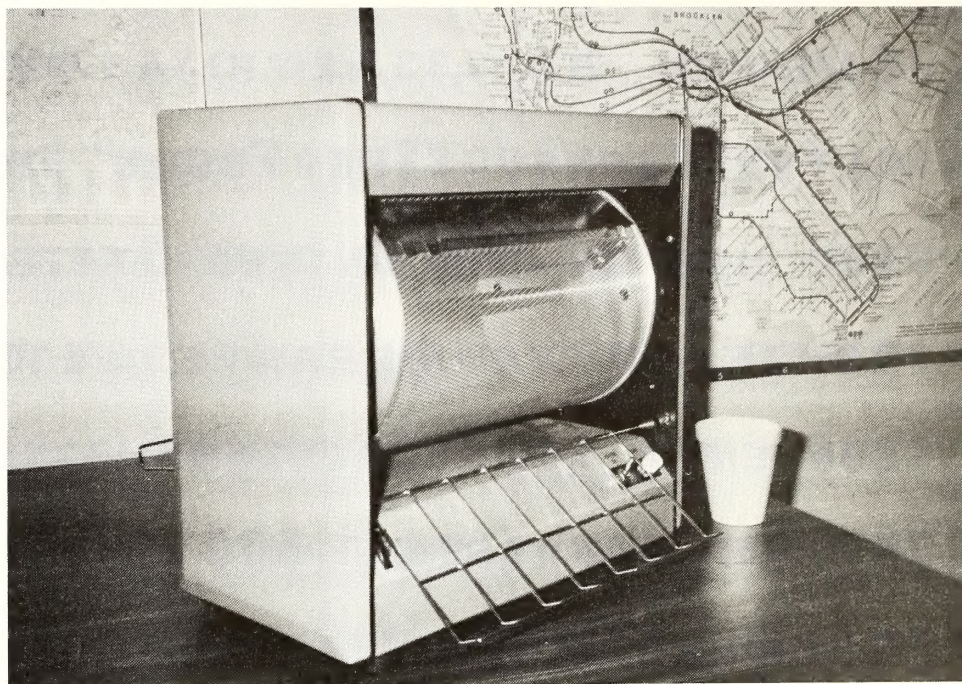
IN RELIEF.

THE MACHINE WAS DESIGNED FOR USE IN SWEDEN BUT, WITH A FEW ELECTRICAL ALTERATIONS, "THE FUSER" IS NOW AVAILABLE FOR USE IN THE UNITED STATES. IT HAS BEEN MODIFIED TO OPERATE WITH A 110-115 V CURRENT. THE MACHINE WORKS WITH THE HEAT OF AN INFRARED, 800 WATT LAMP WHICH IS LOCATED ABOVE A CYLINDRICALLY SHAPED SCREEN. THIS CYLINDRICAL CAGE ROTATES WHEN IN OPERATION. THE PIECE OF SVALLPAPPER IS ATTACHED TO THE OUTSIDE OF THE SCREENED CYLINDER, WITH THE PRINTED SIDE FACING UP, AND IS EXPOSED TO THE HEAT OF THE LAMP AS THE CYLINDER SLOWLY TURNS. THE HEATING PROCESS TAKES APPROXIMATELY 20 SECONDS. THE RICOH-FUSER IS SMALL AND PORTABLE AND ONLY WEIGHS ABOUT 30 POUNDS. THE PRICE IN



1986, INCLUDING ELECTRICAL ADAPTATION, SHIPPING CHARGE AND TAX, WAS \$735.00.

A T T H E  
H E L E N K E L L E R  
N A T I O N A L  
C E N T E R, T H I S  
D E V I C E I S  
I N V A L U A B L E I N  
A L L T E A C H I N G  
A R E A S . W E



The Ricoh-Fuser

A R E A B L E T O P R O D U C E T A C T U A L M A P S Q U I C K L Y  
A N D E A S I L Y, A N D M A K E A S M A N Y A S A R E  
N E E D E D. M A P S A R E N O W A L S O A V A I L A B L E F O R  
V I S U A L L Y I M P A I R E D V I S I T O R S A N D  
P R O F E S S I O N A L S A T T E N D I N G S E M I N A R S O R T A K I N G  
T O U R S O F O U R F A C I L I T Y. T H E C O M M U N I C A T I O N S  
L E A R N I N G C E N T E R U S E S T H E M A C H I N E T O P R E P A R E  
A W I D E V A R I E T Y O F W O R K I N R A I S E D L E T T E R



FORM. IN THE CREATIVE ARTS DEPARTMENT, THE DEVICE HAS ENABLED CLIENTS TO BETTER APPRECIATE THEIR OWN ARTWORK BY RAISING UP DRAWINGS AND SKETCHES. OVERALL, IT HAS REDUCED TEACHER PREPARATION TIME BY MORE THAN HALF AND HAS QUICKLY PROVIDED CLIENTS WITH RELEVANT AND EFFECTIVE MATERIALS.

### RESOURCES

1. THE NATIONAL CENTER FOR EDUCATIONAL AIDS FOR THE BLIND, RPH-SYN, TOMTEBODAVAGEN 11, S-171 64 SOLNA, SWEDEN. CONTACT: TORSTEN ANDERSSON, DIRECTOR.

2. "ORIENTEERING - A PM OF IDEAS" BY LIEF LARSSON AND ARNE YNGSTROM, THE ORIENTEERING FEDERATION OF SWEDEN, 1985, TAKEN FROM ORIENTEERING - A BOOK OF IDEAS, LIBER FOREIGN RIGHTS DEPARTMENT S-205, 10 MALMO, SWEDEN (CURRENTLY ONLY IN SWEDISH).

3. ALLEHANDA - (SWEDISH NEWSPAPER) "ARNES SPECIAL MAP WORKED - THE BLIND GO ORIENTEERING", 11 AUGUST 1984

HEARING AIDS - NOT ONLY FOR SPEECH

BY DEBORAH SIMON, SENIOR AUDIOLOGIST, HKNC

DEAF-BLIND INDIVIDUALS, DUE TO THE SEVERITY AND NATURE OF THEIR HEARING LOSSES, MAY NOT BE ABLE TO UNDERSTAND SPOKEN LANGUAGE. BUT OFTEN THEY FIND THAT THEY ARE GREATLY ASSISTED BY HIGH-POWERED HEARING AIDS THAT PROVIDE THEM WITH ENVIRONMENTAL SOUNDS SUCH AS LOUD VOICES, FOOTSTEPS, AND TRAFFIC NOISES.

FREQUENTLY, THESE INDIVIDUALS WHO CANNOT UNDERSTAND SPEECH MAY NOT CONSIDER THEMSELVES - AND MAY NOT BE CONSIDERED BY OTHERS - GOOD CANDIDATES FOR AMPLIFICATION



THROUGH USE OF HEARING AIDS. THIS IS A MISCONCEPTION. MANY OF THESE PEOPLE REPORT THAT WHEN "SOUND" IS MADE AVAILABLE TO THEM, THEY ARE MUCH MORE AWARE OF THEIR SURROUNDINGS. THEY ARE ABLE TO DETERMINE WHEN THEY ARE IN THE PRESENCE OF OTHER PERSONS, OR NEAR MACHINERY, BECAUSE OF THE INTENSITY AND PATTERNS OF AMPLIFIED SOUNDS. SUCH INFORMATION MAY HELP TO REDUCE FEELINGS OF ISOLATION AND PROVIDE A GREATER SENSE OF SECURITY AND INDEPENDENCE.

DEVELOPMENTS IN HEARING AID TECHNOLOGY HAVE MADE HIGH-POWERED HEARING AIDS AVAILABLE IN THE BEHIND-THE-EAR FORM. IN THE PAST, THESE HIGH-POWERED HEARING AIDS WERE ONLY AVAILABLE IN LARGE, BULKY BODY-WORN UNITS. SOME INDIVIDUALS FOUND THESE BODY-WORN AIDS UNACCEPTABLE BECAUSE THEY

REQUIRED THE USE OF CORDS, A BODY HARNESS CASE, AND/OR CLOTHES WITH POCKETS.

IF TWO BEHIND-THE-EAR HEARING AIDS CAN BE USED, SOUND LOCALIZATION MAY BE POSSIBLE. FOR SOME INDIVIDUALS THIS HAS BEEN FOUND TO BE HELPFUL IN SPATIAL ORIENTATION AND GENERAL MOBILITY.

AT THE HELEN KELLER NATIONAL CENTER, ALL INDIVIDUALS WHO ARE INTERESTED ARE EVALUATED TO DETERMINE IF THEY CAN BENEFIT FROM THE USE OF HEARING AIDS. HOWEVER, SOME INDIVIDUALS MAY HAVE ENOUGH USEFUL VISION TO GET INFORMATION ABOUT THE WORLD AROUND THEM AND MAY NOT FIND USE OF A HEARING AID BENEFICIAL. OTHERS MAY HAVE UNPLEASANT MEMORIES OF BEING FORCED TO USE SUCH EQUIPMENT DURING THEIR SCHOOL YEARS, AND REJECT THE IDEA THAT USING A HEARING



AID CAN BE A POSITIVE EXPERIENCE. OTHERS MAY NEVER HAVE HAD THE OPPORTUNITY TO TRY HEARING AIDS.

DURING THE AUDIOLOGICAL EVALUATION AT THE CENTER, INDIVIDUALS ARE INTRODUCED, OR REINTRODUCED, TO AMPLIFICATION. THE FOCUS OF THE EVALUATION IS TO DETERMINE IF, IN THE PRESENCE OF VISUAL IMPAIRMENT, AUDITORY INFORMATION IN THE FORM OF ENVIRONMENTAL STIMULI CAN BE BENEFICIAL. THE PROGRAM CONSISTS OF A HEARING AID EVALUATION, HEARING AID ORIENTATION, MAINTENANCE INSTRUCTION, COUNSELING, AND TRIAL PERIODS OF HEARING AID USE IN STRUCTURED AND NONSTRUCTURED SETTINGS.

AFTER BEING GIVEN THE OPPORTUNITY TO EXPERIMENT WITH THESE DEVICES, CLIENTS CAN DECIDE IF THE BENEFITS GAINED BY

AMPLIFICATION ARE SIGNIFICANT ENOUGH TO WARRANT THE USE OF HIGH-POWERED HEARING AIDS FOR THE RECEPTION OF SOUND.

WHETHER OR NOT TO MAKE USE OF A HEARING AID IS A PERSONAL DECISION FOR EACH INDIVIDUAL. THIS DECISION WILL BE INFLUENCED BY MANY FACTORS, INCLUDING AUDIOLOGIC CONSIDERATIONS, SOCIAL ISSUES, EMOTIONAL NEEDS, AND FINANCIAL CONSIDERATIONS.

IT IS OUR EXPERIENCE AT THE HELEN KELLER NATIONAL CENTER THAT, FOR AN INDIVIDUAL EXPERIENCING BOTH VISUAL AND HEARING IMPAIRMENTS, INTRODUCTION OR REINTRODUCTION TO THE AMPLIFICATION OF SOUNDS THROUGH THE USE OF A HEARING AID HAS BEEN FOUND TO BE INVALUABLE AND REWARDING.



## OVERCOMING OBSTACLES TO EMPLOYMENT OF PEOPLE WHO ARE DEAF-BLIND

(EDITOR'S NOTE: INFORMATION FOR THE FOLLOWING ARTICLE WAS CONTRIBUTED BY THE FOLLOWING HKNC STAFF: STEPHEN S. BARRETT, DIRECTOR; DENNIS BRADY, ASSISTANT DIRECTOR; JEREMY BURWELL, SENIOR PLACEMENT SPECIALIST; AND MARY TRAINOR, SUPERVISING REHAB. COUNSELOR.)

THERE ARE SPECIFIC PROBLEMS INHERENT WITH THE CONDITION OF DEAF-BLINDNESS WHICH NEED TO BE OVERCOME IF PERSONS WHO ARE DEAF-BLIND ARE GOING TO BECOME SUCCESSFULLY EMPLOYED IN THEIR COMMUNITY. THESE INCLUDE THE FOLLOWING:

1. COMMUNICATION. SPOKEN LANGUAGE IS OFTEN NOT ACCESSIBLE DUE TO THE PRESENCE OF

HEARING, VISION AND SOMETIMES COGNITIVE DEFICITS. ALTERNATIVE SYSTEMS OF COMMUNICATION SUCH AS MANUAL ALPHABET, SIGN LANGUAGE, BRAILLE, OR TECHNOLOGY-SUPPORTED APPROACHES ARE OFTEN NOT ACCESSIBLE OR UNDERSTOOD BY EMPLOYERS.

2. TRANSPORTATION. THE UNIQUE NEEDS PRESENTED BY THE COMBINATION OF HEARING AND VISION LOSS CAUSE GREAT CHALLENGES IN TRANSPORTATION TO AND FROM THE JOB, ESPECIALLY WHEN PUBLIC TRANSPORTATION IS NOT AVAILABLE OR AN OPTION. ALTHOUGH MANY INDIVIDUALS MAY MASTER EVEN COMPLEX TRAVEL ROUTES USING ORIENTATION AND MOBILITY TECHNIQUES ADAPTED FOR PEOPLE WHO ARE DEAF-BLIND, NOT ALL PERSONS ARE CAPABLE OF DOING SO.

3. LACK OF SOCIAL INTEGRATION. THE ABOVE



FACTORS, TAKEN IN COMBINATION, GREATLY LIMIT OPPORTUNITIES FOR MEANINGFUL SOCIAL EXPERIENCES WITHIN THE COMMUNITY. PEER AND SUPERVISORY RELATIONSHIPS OFTEN SUFFER AS A RESULT AND PROBLEMS MAY BE MULTIPLIED BY YEARS OF ISOLATION AND FRUSTRATION.

4. COMMUNITY AND EMPLOYER ATTITUDES. MOST CITIZENS HAVE NEVER MET AN INDIVIDUAL WHO IS DEAF-BLIND BECAUSE PERSONS WHO ARE DEAF-BLIND ARE PART OF A VERY LOW INCIDENCE POPULATION. MANY MEMBERS OF THE GENERAL PUBLIC ARE NOT YET AWARE OF THE ABILITIES OF DISABLED PERSONS. WHILE SOME EMPLOYERS MIGHT CONSIDER HIRING AN INDIVIDUAL WITH A SINGULAR DISABILITY, THE THOUGHT OF HIRING A PERSON WHO IS DEAF-BLIND MEETS WITH RESISTANCE WHICH NEEDS TO BE OVERCOME. LACK OF UNDERSTANDING OF THE

WORK ABILITIES WHICH ARE PRESENT, IN SPITE OF THE APPARENT DISABILITIES, REQUIRES ONGOING COMMUNITY EDUCATION.

TRADITIONALLY, VOCATIONAL OPTIONS FOR INDIVIDUALS WHO HAVE PROFOUND AND/OR MULTIPLE HANDICAPS, INCLUDING THOSE WHO ARE DEAF-BLIND, HAVE BEEN LIMITED TO A NARROWLY DEFINED CONTINUUM, INCLUDING WORK ACTIVITY CENTER PLACEMENT, SHELTERED WORKSHOPS, OR FULLY COMPETITIVE EMPLOYMENT.

AN ALTERNATIVE APPROACH TO EMPLOYMENT IN COMMUNITY-BASED WORK SETTINGS IS THAT OF SUPPORTED EMPLOYMENT - A CONCEPT VIRTUALLY UNHEARD OF UNTIL THE EARLY 1980'S. SOME CONCERNED SERVICE PROVIDERS HAVE ESTABLISHED MODELS AND SYSTEMS WHICH PROMOTE EMPLOYMENT WITH ONGOING SUPPORT FOR THE WORKER WHO IS PROFOUNDLY HANDICAPPED.



IN THE PAST, MOST OF THE INDIVIDUALS SERVED IN SUPPORTED EMPLOYMENT HAVE BEEN THOSE WHO ARE MENTALLY RETARDED OR CHRONICALLY MENTALLY ILL, NOT INDIVIDUALS WHO HAVE PROFOUND AND/OR MULTIPLE PHYSICAL DISABILITIES. YET, PROBABLY NO OTHER POPULATION OF INDIVIDUALS WITH DISABILITIES FACES GREATER LIKELIHOOD OF EXCLUSION FROM THE WORK FORCE THAN THOSE WHO ARE DEAF-BLIND. TAKING INTO CONSIDERATION ALL OF THE ABOVE TRADITIONAL OBSTACLES, THIS IS TRULY A POPULATION AT EXTREME RISK FOR CHRONIC UNEMPLOYMENT.

SUPPORTED EMPLOYMENT OFFERS THE OPPORTUNITY FOR PERSONS WHO ARE DEAF-BLIND TO HAVE LONG-TERM, ONGOING SUPPORT SERVICES IN ORDER TO MAKE THEIR EMPLOYMENT SUCCESSFUL. EXAMPLES OF SUPPORT SERVICES

PROVIDED MAY INCLUDE ASSISTANCE WITH TRANSPORTATION, INTERPRETER SERVICES, ONE-TO-ONE JOB TRAINING, FLEXIBLE WORK HOURS, AND ANY OTHER SERVICE WHICH MAY BE OF ASSISTANCE.

SUPPORTED EMPLOYMENT SERVICES CAN BE PROVIDED OVER LONG TIME SPANS, AND MAY EVEN BE PROVIDED OVER THE LIFETIME OF THE INDIVIDUAL. THIS IS ONE MAJOR FACTOR WHICH MAKES THE CONCEPT OF SUPPORTED EMPLOYMENT FAR DIFFERENT FROM OTHER REHABILITATION SERVICES.

FOR INFORMATION ON SUPPORTED EMPLOYMENT PROJECTS IN YOUR STATE, CONTACT YOUR HKNC REGIONAL REPRESENTATIVE, OR OUR FIELD SERVICES DEPARTMENT AT HKNC HEADQUARTERS IN NEW YORK, (516) 944-8900, VOICE AND TDD.



## DEAF-BLIND CAN TOUCH THE WORLD WITH TV

BY KENNETH R. CLARKE (REPRINTED WITH  
PERMISSION OF THE CHICAGO TRIBUNE COMPANY)

JOE JOHNSON, 24 AND THE VICTIM OF A  
DEGENERATIVE NERVE DISORDER, CAN NEITHER  
SEE NOR HEAR. HIS FAVORITE TELEVISION  
SHOWS, HE SAYS, ARE "'BILL COSBY', 'FAMILY  
TIES' AND ANYTHING AT ALL IN THE WAY OF  
NEWS INFORMATION."

RICHARD RAMM, 64, ALSO DEAF AND BLIND,  
LIKES TELEVISION SO MUCH HE WRITES HIS OWN  
COMPUTER PROGRAMS TO ALLOW HIM TO "WATCH"  
IT. HE IS PARTIAL TO "GOOD MORNING  
AMERICA," WHICH HE FREQUENTLY RECORDS ON A  
FLOPPY DISK FOR "VIEWING" AT HIS LEISURE.

TELEVISION FOR THOSE WHO CAN NEITHER SEE  
NOR HEAR IT? UNTIL NOW, THE VERY THOUGHT

WOULD HAVE BEEN ABSURD, AND FOR MANY OF THE ESTIMATED 50,000 AMERICANS WHO ARE BOTH DEAF AND BLIND, IT STILL IS. BUT A TECHNOLOGICAL BREAKTHROUGH CALLED THE BRAILLE TELECAPTION SYSTEM IS ENDING THEIR ISOLATION.

HERE'S HOW IT WORKS. NETWORK AND CABLE PROGRAMMERS NOW OFFER 275 HOURS A WEEK OF PROGRAMMING CAPTIONED FOR DEAF PEOPLE, A SERVICE THAT INCLUDES 97 PERCENT OF ALL NETWORK PRIME TIME OFFERINGS. THE PRINTED CAPTIONS ARE PULLED FROM THE BROADCAST SIGNAL BY A SPECIAL DECODER AND DISPLAYED ON THE TELEVISION SCREEN, BUT ONLY THE SIGHTED CAN USE THEM.

FIVE YEARS AGO, DANIEL HINTON, AN ENGINEER FOR SCIENCE APPLICATIONS INTERNATIONAL CORP. IN ANNAPOLIS, MARYLAND,



TOOK THE PROCESS ONE STEP FURTHER IN AN EFFORT TO HELP HIS OWN DEAF-BLIND SON. BY FEEDING THE TELEVISED CAPTIONS INTO AN INEXPENSIVE PERSONAL COMPUTER, HINTON WAS ABLE TO RECORD THEM AS SIGNALS ON A FLOPPY DISK, THEN PASS THEM ALONG TO A TELEBRAILLE PAD BEARING THE SIX-DOT MATRIX OF THE BRAILLE ALPHABET BY WHICH THE BLIND CAN READ. AS THE TELEVISION CAPTIONS FLASH ON THE SCREEN, EACH LETTER, PASSED TO THE TELEBRAILLE PAD, RAISES THE TINY "BUMPS" OF ITS CORRESPONDING BRAILLE LETTER, ENABLING THE DEAF-BLIND "VIEWER" TO FOLLOW, WITH HIS FINGERTIPS, ANYTHING FROM THE DIALOGUE OF A PRIME-TIME SITCOM TO THE CURRENT EVENTS OF A NEWSCAST.

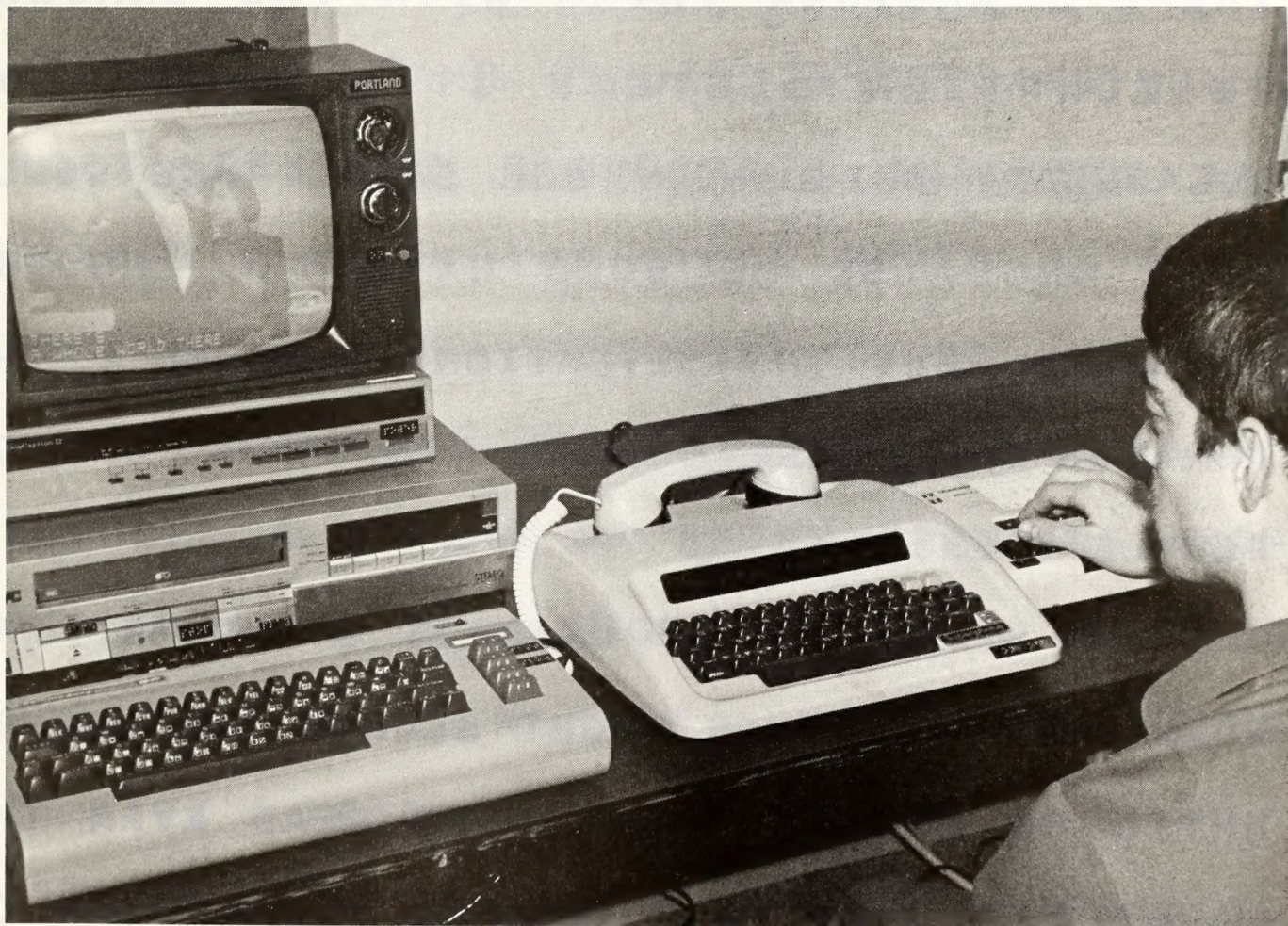
THE TELEBRAILLE ALREADY HAD BEEN DEVELOPED AS A DEVICE BY WHICH BLIND PEOPLE

COULD COMMUNICATE BY TYPING MESSAGES AT A TDD KEYBOARD AND FEEDING THEM DOWN A PHONE LINE, WHERE THEY WERE TRANSLATED EITHER INTO BRAILLE OR AN ON-SCREEN TEXT DISPLAY. HINTON'S ADAPTATION, BRINGING TELEVISION INTO THE MIX, WAS FUNDED BY A GRANT FROM THE DEPARTMENT OF EDUCATION AND TESTED BY THE HELEN KELLER NATIONAL CENTER IN NEW YORK, WHERE DEAF AND BLIND PEOPLE ARE TAUGHT TO LIVE IN A SIGHTED, HEARING WORLD.

TO PEOPLE SUCH AS JOHNSON AND RAMM, BOTH OF WHOM LEARNED THE NEW TELECAPTIONING SYSTEM AT THE CENTER, IT OPENED A WORLD THEY HAD ONLY DREAMED OF. JOHNSON, WHO CAN COMMUNICATE ONLY THROUGH THE TDD KEYBOARD OR SIGN LANGUAGE, USED HIS MOTHER AS THE INTERPRETER FOR A TELEPHONE INTERVIEW FROM HIS HOME IN FOLCROFT, PENNSYLVANIA. "JOE



SAYS HE LIKES ANY TYPE OF NEWS, FROM THE EVENING NEWS SHOWS TO 'NIGHTLINE'," SHE SAID. "THAT'S THE ONLY WAY HE CAN FIND OUT



Former HKNC client, Joe Johnson, is reading the TV captions in braille on the TeleBraille. On the left is the TV, decoder, VCR, Commodore 64, and a TDD. Information is transmitted from the computer via the TDD to the TeleBraille.

WHAT'S GOING ON IN THE WORLD. IT'S A SHAME NONE OF THE LOCAL NEWS SHOWS ARE



CAPTIONED. HE'D LOVE THAT. THE WEATHER IS IMPORTANT FOR HIM TO KNOW, TOO. YOU AND I CAN LOOK OUT THE WINDOW, BUT HE CAN'T. THERE'S ANOTHER THING WITH THE BRAILLE TELECAPTION SYSTEM: IT'S GREAT FOR VOCABULARY BUILDING," SHE SAID. "JOE COULD HEAR ONCE, SO HE DOES HAVE THE ENGLISH LANGUAGE, BUT THE SITUATION COMEDIES - THE PHRASES THEY USE - MAKE HIM AWARE OF HOW PEOPLE TALK."

RAMM, A VICTIM OF USHER'S SYNDROME, WAS BORN DEAF, AND HIS SIGHT SLOWLY DIMINISHED UNTIL HE NOW CAN NO LONGER READ EVEN THE LARGE TYPE HINTON'S SYSTEM IS CAPABLE OF DISPLAYING ON THE SCREEN OF A COMPUTER TERMINAL. "I STARTED GOING BLIND AS A TEENAGER, BUT I DECIDED TO CAST MY LOT WITH NORMAL PEOPLE, RATHER THAN PUT MYSELF



FORWARD AS A BLIND PERSON," HE SAID. "I GOT A GOOD EDUCATION, A MASTER'S DEGREE IN CHEMICAL ENGINEERING, BUT NOBODY WOULD HIRE ME. I WAS CONSIDERED UNEMPLOYABLE." UNDETERRED, RAMM STUDIED BROKERAGE-HOUSE PROCEDURES AND SECURITIES ANALYSIS AND STARTED PLAYING THE STOCK MARKET. AFTER EARNING "A SMALL FORTUNE" THERE, HE WENT INTO BUSINESS, AND HIS HOLDINGS SOON INCLUDED A STRING OF SHOPS, RANGING FROM FAST-PRINTING TO A LIQUOR STORE. THEN THE PERSONAL COMPUTER CAME OUT, AND HE FOUND HIS LIFE'S HOBBY.

"THROUGH TRIAL AND ERROR, I LEARNED TO PROGRAM MY COMPUTER", HE SAID. "THAT COMPUTER BECAME AN EXTREMELY IMPORTANT VISUAL AID FOR ME. THINGS ON A SCREEN IN WHITE, WITH A BLACK BACKGROUND, SHOW UP

LIKE A STAR IN THE SKY." RAMM SAID HE SENT HIS PROGRAM TO HINTON, WHO IN TURN ARRANGED FOR HIM TO RECEIVE THE TELEBRAILLE SYSTEM, USING THE LARGE-TEXT SCREEN DISPLAY, WITH WHICH RAMM CONTINUED TO TINKER, ADAPTING IT TO HIS GROWING PERSONAL NEED. "I COULD USE A MAGNIFIER AND READ," HE SAID. "THEN, AS MY VISION GOT WORSE, I DEVELOPED PROGRAMS THAT TOOK SMALL CHARACTERS AND TURNED THEM INTO LARGE ONES, BUT I CAN'T SEE ANYTHING ON A TV SCREEN NOW. IT'S JUST A BUNCH OF BLURS, WHITES AND DARKS. SO NOW I'M GOING TO BRAILLE."

ALONG THE WAY, RAMM SAID HE BECAME, AMONG OTHER THINGS, "AN EXPERT ON GAMBLING. I PUBLISHED ONE COMPUTER PROGRAM AND TWO BOOKS ON CASINO GAMBLING," HE SAID. "I NEVER PLAYED IN A CASINO, BUT I READ ALL



ABOUT IT AND I WROTE A PROGRAM FOR MY COMPUTER THAT WOULD SIMULATE THE GAMES, AND I HAVE AS MUCH FUN AS YOU DO WHEN YOU GO TO ATLANTIC CITY AND LOSE MONEY."

UNFORTUNATELY, FOR ALL THE TELEVISION HORIZONS THAT THE BRAILLE TELECAPTION SYSTEM HAS OPENED UP FOR JOHNSON AND RAMM, THOUSANDS STILL ARE LEFT IN DARK, SILENT ISOLATION FOR LACK OF THE VITAL TELEBRAILLE PAD, WHICH IS IN SHORT SUPPLY AND COSTS \$5,500. HINTON SAID HE SELLS HIS SYSTEM CONSISTING OF A COMMODORE 64 COMPUTER, A PLUG-IN SOFTWARE CARTRIDGE AND TELEPHONE HANDSET, FOR \$1,100, "BUT ONLY IF THEY ALREADY HAVE THE TELEBRAILLE," BECAUSE NONE OF IT WORKS WITHOUT THAT UNIT.

RICK VAN DRIEL, BLIND BUT WITH MARGINAL HEARING, LEARNED THE SYSTEM DURING A

13-MONTH STAY AT THE HELEN KELLER NATIONAL CENTER, BUT NONE OF IT IS AVAILABLE TO HIM NOW.

IN MOST STATES, EITHER STATE AGENCIES OR THE TELEPHONE COMPANY WILL SUPPLY TELEBRAILLERS TO DEAF-BLIND PEOPLE, FREE OF CHARGE. UTAH, WHERE VAN DRIEL LIVES WITH HIS PARENTS, WHOSE SOLE INCOME IS SOCIAL SECURITY, IS NOT ONE OF THEM. TO GET THE VITAL PIECE OF EQUIPMENT IN HIS OGDEN HOME, VAN DRIEL EITHER WOULD HAVE TO BUY IT OR PROVE TO THE STATE THAT HE NEEDS IT TO GET A JOB.

"I WAS THE TEST PILOT ON THE BRAILLE TELECAPTION SYSTEM AT HELEN KELLER, AND IT'S PRETTY GOOD," HE SAID WITH A TOUCH OF WISTFULNESS. "IT'S A NEAT THING TO HAVE, BUT IT'S AWFULLY EXPENSIVE. I REMEMBER I



LIKED TO WATCH 'THIS OLD HOUSE.' I WATCHED THE 'COSBY SHOW,' TOO, ESPECIALLY THE ONE WHERE THE COSBY KIDS MET STEVIE WONDER. THAT WAS SOMETHING!"

THE HELEN KELLER NATIONAL CENTER SITS ON A GREEN EXPANSE OF LAWN IN THE PEACEFUL SUBURBAN LANDSCAPE OF NEW YORK'S LONG ISLAND. "TACTILE" SCULPTURE, FOR THOSE WHO MUST SEE WITH THEIR FINGERS, GRACES THE GROUNDS, WHILE INSIDE, BLIND, DEAF AND DEAF-BLIND PEOPLE WITH MENTAL CAPACITIES RANGING FROM RAMM'S INTELLECT TO THE SEVERELY RETARDED ARE TAUGHT EVERYTHING FROM BRAILLE TO BUDGETING SO THEY CAN FUNCTION IN A WORLD IN WHICH THE SIMPLE ACT OF FIXING A SANDWICH OR GOING TO THE STORE IS A MONUMENTAL ACHIEVEMENT.

CLIENTS, FUNDED AND REFERRED BY STATE

AGENCIES FOR THE HANDICAPPED, TYPICALLY GET 200 TO 300 HOURS OF TRAINING, BUT STAFF MEMBER, BARBARA HAUSMAN, SAID THE OUTSIDE WORLD COULD USE SOME EDUCATION TOO. "THERE IS STILL A FEELING, EVEN AMONG SOME PROFESSIONALS, THAT DEAF-BLIND PEOPLE ARE SO SEVERELY HANDICAPPED THEY CAN'T BE TRAINED TO LIVE INDEPENDENTLY," SHE SAID. "IT'S A MYTH. IT'S ARCHAIC. THEY DON'T HAVE TO LIVE IN GROUP HOMES. THEY CAN LIVE UP TO WHATEVER POTENTIAL DEGREE THEY HAVE, AND OUR MISSION IS TO REACH THAT GOAL."

THEY REACHED IT WITH LITTLE EFFORT IN RAMM'S CASE, AND HE VOLUNTEERS NOW TO HELP OTHERS WHO, LIKE HIMSELF, CAN NEITHER SEE NOR HEAR YET SEEK TO LIVE FULL LIVES.

"NEW TECHNOLOGIES LIKE THIS HAVE REALLY ENRICHED THE LIVES OF INDIVIDUALS WITH THIS



DISABILITY," RAMM SAID OF THE TELEBRAILLE SYSTEM. "OTHER DISABLED PEOPLE STILL HAVE A SENSE OF THE WORLD, BUT IF I'M BLIND AND DEAF, I COULD BE IN A ROOM WITH 200 PEOPLE, AND IF I CAN'T TOUCH THEM, I'M ALONE IN THAT ROOM."

RAMM SAID HE LIVES FOR THE DAY WHEN THE LIBRARY OF CONGRESS FINDS A WAY TO PUT BOOKS ON COMPUTER FLOPPY DISKS (A SYSTEM ON WHICH HINTON SAID HE NOW IS WORKING) SO THAT THROUGH THE TELEBRAILLE PAD HE CAN CONTINUE TO INDULGE HIS PASSION FOR READING. MEANWHILE, HE WAS SETTling FOR TV.

AS HIS FINGER RESTED LIGHTLY ON THE BRAILLE PAD, WHERE THE TEXT OF THE DAY'S "GOOD MORNING AMERICA" RACED BY IN RISING AND FALLING DOTS, HE UNCONSCIOUSLY USED THE

METAPHOR OF HIS HANDICAP.

"I'M A READER," HE SAID. "I'VE BEEN A READER ALL MY LIFE. IF YOU CAN READ, THE WHOLE WORLD IS AT YOUR FINGERTIPS."

### OUTSTANDING DEAF-BLIND CANADIAN WOMAN DIES

ON NOVEMBER 18, 1988, MRS. MAJORIE WOOD, AN OUTSTANDING DEAF-BLIND WOMAN, PASSED AWAY IN VANCOUVER GENERAL HOSPITAL, VANCOUVER, BRITISH COLUMBIA, CANADA. SHE WAS 85 YEARS OLD.

DEAF AND BLIND SINCE THE AGE OF SEVEN, MRS. WOOD WAS A MEMBER OF THE ORDER OF CANADA, AND FOUNDER OF CANADA'S FIRST BRAILLE MAGAZINE FOR THE DEAF-BLIND, DOTS AND TAPS. SHE RAISED A FAMILY OF THREE CHILDREN, AND FOR MANY YEARS DEVOTED HERSELF TO IMPROVING THE WELL-BEING OF



DEAF-BLIND CANADIANS. SHE LAUNCHED THE MAGAZINE, DOTS AND TAPS, IN 1952 AND THE FOLLOWING YEAR SHE ESTABLISHED THE CANADIAN LEAGUE FOR THE DEAF-BLIND.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND LATER APPOINTED HER NATIONAL CONSULTANT ON WELFARE OF THE DEAF-BLIND, A POSITION SHE HELD FROM 1957 TO 1971.

AFTER RETIRING AT THE AGE OF SEVENTY, MARJORIE WOOD PUBLISHED HER AUTOBIOGRAPHY, TRUDGING UP LIFE'S THREE-SENSED HIGHWAY. SHE WAS AWARDED THE ORDER OF CANADA IN 1976.

A DETERMINED, INTELLIGENT, AND INDEPENDENT-MINDED WOMAN, MARGE - AS SHE WAS KNOWN TO COUNTLESS DEAF-BLIND FRIENDS IN BOTH CANADA AND THE UNITED STATES - WAS AN AVID READER AND A DEDICATED FISHERMAN.

## THE ISONA DISPLAY

THE SMALL SIZE OF PRINTED TEXT OFTEN MAKES IT DIFFICULT FOR A VISUALLY IMPAIRED PERSON TO FOLLOW HIS/HER TYPING WHILE OPERATING AN ELECTRONIC TYPEWRITER. THE ISONA DISPLAY MAY PROVIDE A SOLUTION FOR THIS PROBLEM.

THE ISONA DISPLAY IS A SEPARATE UNIT THAT CAN BE CONNECTED TO AN ELECTRONIC TYPEWRITER. IT ENLARGES THE TEXT BEING TYPED TO LETTERS 15 MM. HIGH AND ILLUMINATES TEXT FOR STRONG CONTRAST. THE TEXT CAN BE CORRECTED IMMEDIATELY, AS ANY CORRECTIONS MADE ON THE TYPEWRITER ARE ALSO SHOWN ON THE ISONA DISPLAY.

THE ISONA DISPLAY CAN BE PROVIDED WITH A BUILT-IN MEMORY OF 32,000 CHARACTERS, WHICH CORRESPONDS TO ABOUT SIX FULL TYPEWRITTEN



PAGES. THUS, TEXT CAN BE TYPED INTO THE MEMORY OF THE ISONA AND BE PRINTED ONLY AFTER IT HAS BEEN WORKED INTO FINAL FORM. TEXT TYPED INTO MEMORY IS RETAINED, EVEN IF THE ISONA IS SWITCHED OFF. TEXT TYPED INTO THE MEMORY OF THE ISONA CAN BE REPRODUCED, EITHER BY MEANS OF A TERMINAL TYPEWRITER OR A BRAILLE CONSOLE.

FOR THE PURPOSE OF SCANNING, THE ISONA ALSO INCLUDES A SEPARATE CURSOR SHIFT WHEEL. WHEN THE CURSOR SHIFT WHEEL IS ROTATED IT MAKES A BEEPING SOUND FOR EACH LETTER. THE CURSOR CAN BE SHIFTED BOTH ALONG THE LINE AND FROM LINE TO LINE. WHEN TEXT IS TO BE CORRECTED, THE CURSOR IS SHIFTED TO THE POINT OF CORRECTION, AND THE ERROR IS CORRECTED BY MEANS OF THE TYPEWRITER. BESIDE AN ELECTRONIC

TYPEWRITER, THE ISONA CAN ALSO BE CONNECTED WITH OTHER APPARATUSES.

FOR FURTHER INFORMATION ON TECHNICAL DETAILS, OR FOR ORDERING, CONTACT: THE FINNISH FEDERATION FOR THE VISUALLY HANDICAPPED, MAKELANKATU 50, 00510 HELSINKI, FINLAND; TELE.: 358-0-77041.

### FIELD NOTES

BY JOSEPH McNULTY, ASSISTANT DIRECTOR, HKNC

THE HELEN KELLER NATIONAL CENTER IS PLEASED TO ANNOUNCE A NEW STAFF PERSON WHO IS ACTUALLY AN OLD FRIEND RETURNING TO ITS EMPLOYMENT. MONIKA WERNER McJANNET HAS REPLACED MARY CAY STEWART AS THE CENTER'S REGIONAL REPRESENTATIVE FOR THE STATES OF NORTH CAROLINA, SOUTH CAROLINA, TENNESSEE, AND KENTUCKY. MONIKA IS A FORMER



REHABILITATION COUNSELOR AT HKNC'S HEADQUARTERS IN SANDS POINT, NEW YORK, WHO LEFT THE CENTER LAST YEAR TO RELOCATE TO ATLANTA, GEORGIA. SHE IS THE FIRST REGIONAL REPRESENTATIVE TO HAVE WORKED AT HEADQUARTERS BEFORE JOINING THE FIELD SERVICES STAFF. MONIKA WILL BE LOCATED IN THE CENTER'S ATLANTA REGIONAL OFFICE, 1005 VIRGINIA AVENUE, SUITE 104, ATLANTA, GA 30354; TEL. (404) 766-9625.

WE HAVE COMPLETED THE INITIAL PHASE OF A SURVEY AIMED AT GATHERING INFORMATION ON LATE-EMERGING MANIFESTATIONS OF CONGENITAL RUBELLA SYNDROME. OF PARTICULAR INTEREST AND CONCERN IS THE FACT THAT 32 PERCENT OF THE RESPONDENTS HAVE OBSERVED SUDDEN OR INEXPLICABLE CHANGES OF BEHAVIOR IN CLIENTS THEY SERVE. WHILE THERE IS STILL NOT

ENOUGH DATA TO CONNECT THESE CHANGES WITH SPECIFIC MEDICAL CONDITIONS, ADDITIONAL RESEARCH IS WARRANTED.

A SECOND SURVEY, ONE THAT WILL BE IN THE FORM OF A BEHAVIORAL/MEDICAL CHECKLIST, IS BEING DEVELOPED. THE RESEARCHERS WILL CONTACT ANYONE WHO RESPONDED AND INDICATED THEY ARE WORKING WITH 21-26 YEAR OLD INDIVIDUALS WITH CRS, AND COMPLETE THE SECOND QUESTIONNAIRE OVER THE PHONE.

THE DETAILED SUMMARY OF THE FIRST SURVEY ON CONGENITAL RUBELLA SYNDROME IS NOT INCLUDED IN THIS ISSUE OF THE NEWSLETTER, BUT IS AVAILABLE ON REQUEST.



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FOR MICHAEL. . .

BY ROBERT SCALCIONE, NOVEMBER 1988

SILENCE

DARKNESS

COMMUNICATION REDEFINED

YOUR HANDS

ARE NOW EARS

CARESSING MELODIES MUTED

WHILE THE SONGBIRD SINGS

STILLNESS IN THE KEY OF TEARDROPS

FORTIFIED FINGERS ANXIOUSLY AWAIT

GRASPING SYMBOLS ONE BY ONE

A SHARED STRUGGLE OF COMPREHENSION

RAPIDLY PROCESSING PERCEPTIONS

STRIVING FOR ACCURATE INTERPRETATIONS

YOUR MIND IS NOW YOUR SIGHT  
TO PAINT VISIONS UNSEEN  
LIKE THE BEAUTY OF A LOVER  
THE FLIGHT OF A WHITE WINGED DOVE

AS TRUST GUIDES YOUR IMAGINATION  
YOU HAVE LEARNED TO FEEL THE WARMTH OF A  
SMILE  
IN THE PALM OF YOUR OUTREACHED HAND

(THE ABOVE POEM WAS WRITTEN FOR MICHAEL VAN  
ORMAN, A FORMER CLIENT AND INSTRUCTOR'S  
AIDE AT THE HELEN KELLER NATIONAL CENTER.  
MIKE IS CURRENTLY LIVING IN RICHMOND,  
VIRGINIA).





NAT. CENT.





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NAT-CENT NEWS

HELEN KELLER NATIONAL CENTER  
FOR DEAF-BLIND  
YOUTHS AND ADULTS  
111 Middle Neck Road  
Sands Point, NY 11050

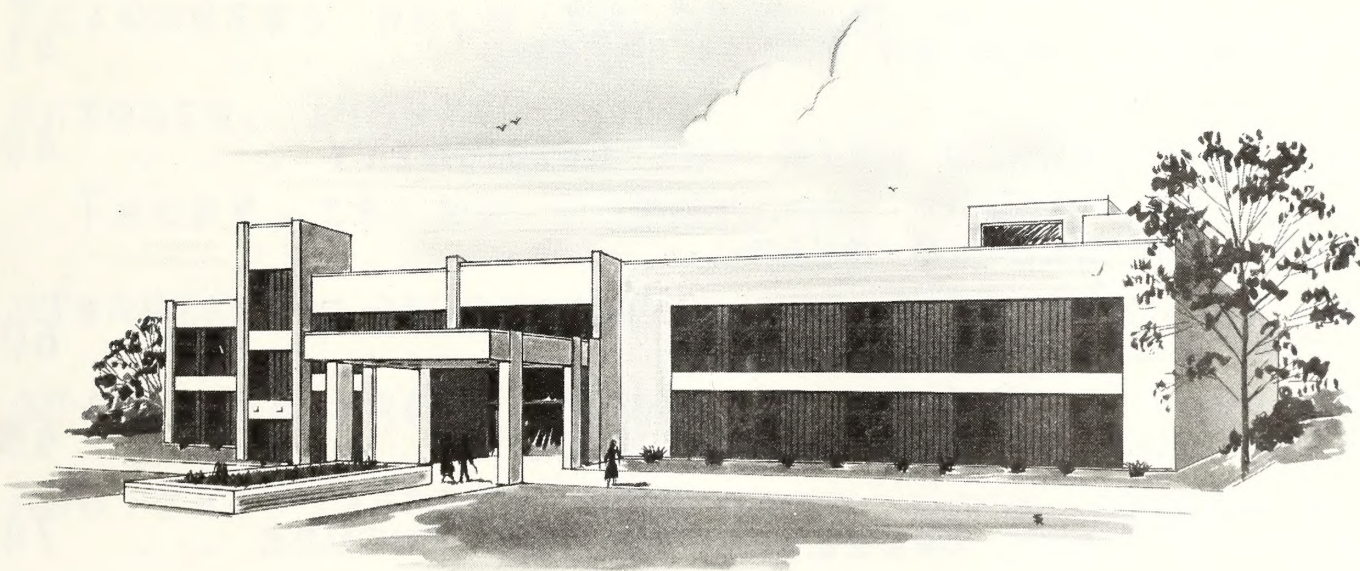
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# *NAT-CENT NEWS*



**Published 3 times a year by:**

**Helen Keller National Center for Deaf-Blind Youths and Adults**

**111 Middle Neck Rd.**

**Sands Point, N.Y. 11050**

**Tel.: Area Code 516-944-8900**

**Operated by Helen Keller Services for the Blind**

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**Editorial Assistant — Allison Burrows**

**Vol. 20 No. 2  
January, 1990**

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The activities of the Helen Keller National Center for Deaf-Blind Youths and Adults reported herein were supported by funds from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. However, the opinions or policies expressed herein do not necessarily reflect those of the U.S. Department of Education.



EDITORIALTECHNOLOGY AND THE DEAF-BLIND POPULATIONS

BY ROBERT J. SMITHDAS, LHD, LITT.D, LHD

(THE FOLLOWING IS A KEYNOTE ADDRESS READ AT THE OPENING CEREMONIES OF THE FOURTH HELEN KELLER INTERNATIONAL CONFERENCE ON DEAF-BLINDNESS HELD IN STOCKHOLM, SWEDEN, IN OCTOBER, 1989).

THERE IS NO QUESTION THAT THE DUAL DISABILITY OF DEAFNESS AND BLINDNESS IS ONE OF THE SEVEREST HANDICAPS KNOWN TO MANKIND, AND THAT PEOPLE WHO LOSE BOTH SIGHT AND HEARING FACE UNIQUE PROBLEMS THAT MAKE IT DIFFICULT FOR THEM TO FUNCTION INDEPENDENTLY. SIGHT AND HEARING ARE THE TWO PRIMARY CHANNELS THROUGH WHICH WE ACQUIRE INFORMATION AND KNOWLEDGE OF THE WORLD WE LIVE IN; AND WHEN THESE TWO SENSES

ARE DAMAGED OR ABSENT, THERE ARE SERIOUS PROBLEMS OF COMMUNICATION AND ORIENTATION AND MOBILITY THAT LIMIT THE DEAF-BLIND PERSON'S SENSE OF INDEPENDENCE.

TO OVERCOME SUCH PROBLEMS, IT IS NECESSARY TO ESTABLISH WAYS AND MEANS OF SUBSTITUTING FOR THE LOSS OF SIGHT AND HEARING BY USING OTHER METHODS TO PROVIDE THE DEAF-BLIND INDIVIDUAL WITH ACCESS TO INFORMATION. IT HAS ONLY BEEN DURING THE LAST TWO DECADES THAT WE HAVE BEEN ABLE TO MAKE REAL PROGRESS IN OVERCOMING THESE PROBLEMS BY USING AVAILABLE TECHNOLOGIES TO IMPROVE EXISTING CONDITIONS. WE NOW HAVE SPECIAL SIGNALING SYSTEMS TO ALERT A DEAF-BLIND PERSON WHEN THE DOORBELL OR TELEPHONE RINGS, DEVICES THAT MAKE IT POSSIBLE TO COMMUNICATE BY USING THE TELEPHONE, AND



COMPUTERS, BRAILLE PRINTERS, AND BRAILLE DISPLAYS OR LARGE-PRINT DISPLAYS THAT MAY EVENTUALLY OPEN UP A WHOLE NEW ENVIRONMENT FOR EMPLOYMENT AND LEISURE TIME ACTIVITIES. THIS IS A TIME TO BE OPTIMISTIC AND TO ASSUME THAT WE HAVE BARELY TAPPED THE POSSIBILITIES.

MODERN TECHNOLOGY CAN PROVIDE SOLUTIONS TO MANY OF THE PROBLEMS THAT CONFRONT DEAF-BLIND PEOPLE IN TODAY'S SOCIETY. BUT WE NEED TO RECOGNIZE THE FACT THAT THE SPECIAL PRODUCTS OF TECHNOLOGY ARE OFTEN BEYOND THE FINANCIAL MEANS OF MOST DEAF-BLIND INDIVIDUALS, AND THAT WE MUST FIND A MEANS OF MAKING THEM AVAILABLE TO THOSE WHO CAN USE THEM. WE NEED TO FIND AND EVALUATE EXISTING PRODUCTS THAT CAN BE MODIFIED FOR USE BY DEAF-BLIND PEOPLE AT MINIMUM COSTS.

WE SHOULD RECOGNIZE THE IMPORTANCE OF KEEPING DEAF-BLIND PEOPLE INFORMED OF ALL TECHNICAL ADVANCES THAT MAY BE OF INTEREST TO THEM, AND THE SOURCES OF SUPPLY FROM WHICH THEY CAN OBTAIN AIDS AND DEVICES THAT CAN BE USEFUL TO THEM IN ACHIEVING A MEASURE OF INDEPENDENCE AT HOME AND AT WORK.

IT IS VERY IMPORTANT THAT DEAF-BLIND PEOPLE BE KEPT INFORMED OF TECHNOLOGICAL DEVELOPMENTS. THERE IS AN URGENT NEED TO CENTRALIZE INFORMATION ABOUT AIDS AND DEVICES THAT MAY BE OF USE TO THE DEAF-BLIND POPULATION, INCLUDING SOURCES AND PRODUCTS, DETAILED DESCRIPTIONS AND PRICES. THERE SHOULD BE A UNIVERSAL CATALOGUE DESCRIBING ITEMS THAT ARE CURRENTLY AVAILABLE WHICH WOULD BE UPDATED ANNUALLY.



AGENCIES ENGAGED IN REHABILITATION AND TRAINING OF DEAF-BLIND PEOPLE SHOULD PROVIDE SAMPLES OF SUCH ITEMS AND BE ABLE TO ARRANGE FOR THEIR CLIENTS TO OBTAIN NEEDED EQUIPMENT, PERHAPS AT GOVERNMENT EXPENSE. SCHOOLS THAT PROVIDE EDUCATION FOR DEAF-BLIND CHILDREN SHOULD BE ABLE TO TEACH THEIR STUDENTS HOW TO USE SUCH EQUIPMENT. DEAF-BLIND PEOPLE SHOULD BE GIVEN THE OPPORTUNITY FOR HANDS-ON EXPERIENCE WITH AIDS AND DEVICES SO THAT EACH INDIVIDUAL CAN DECIDE AND CHOOSE WHICH ONES WILL BE OF MOST BENEFIT IN ALLEVIATING THE PROBLEMS THEY FACE.

THERE IS NO DOUBT THAT MODERN TECHNOLOGY IS PROVIDING MANY DEAF-BLIND INDIVIDUALS WITH A GREATER SENSE OF PERSONAL SECURITY AND SELF-CONFIDENCE TODAY, AND THAT IT HAS

OPENED NEW AREAS OF POTENTIAL FOR THEM. BUT WE MUST NOT ASSUME THAT TECHNOLOGY WILL EVER BE ABLE TO SUBSTITUTE FOR THE NATURAL, SPONTANEOUS SENSES OF SIGHT AND HEARING, OR THAT IT CAN SOLVE ALL THE UNIQUE PROBLEMS RELATED TO THE DUAL DISABILITY OF DEAFNESS AND BLINDNESS.

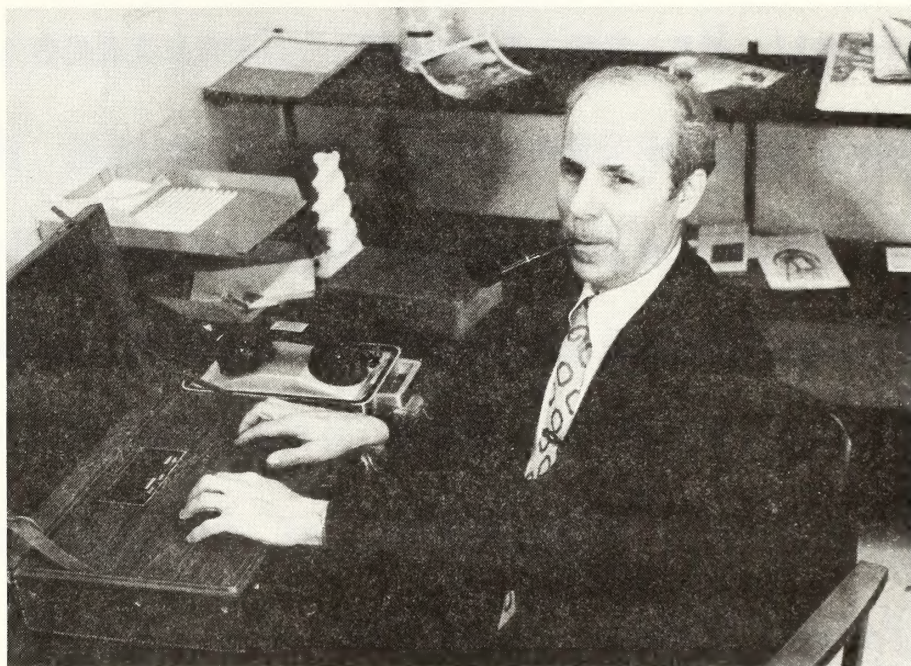
WHAT AIDS AND DEVICES ARE BEST FOR DEAF-BLIND PEOPLE? THERE IS NO EASY ANSWER TO THIS QUESTION BECAUSE EACH INDIVIDUAL DIFFERS FROM OTHERS IN CAPACITIES, ABILITIES AND NEEDS. WHAT MAY BE HELPFUL FOR ONE PERSON MAY NOT BE SUITABLE FOR ANOTHER PERSON. THE BEST JUDGE OF WHETHER A DEVICE MAY BE USEFUL AND BENEFICIAL IS THE DEAF-BLIND INDIVIDUAL; HE MUST EVALUATE IT IN TERMS OF HIS PERSONAL LIVING NEEDS.



IN MEMORIAM: HARRY J. SPAR

IT IS WITH SINCERE REGRET THAT WE ANNOUNCE THE DEATH OF HARRY J. SPAR, FORMER DIRECTOR OF THE HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS ON DECEMBER 10, 1989.

MR. SPAR BROUGHT MORE THAN FORTY YEARS OF EXPERIENCE IN WORK FOR THE



BLIND AND DEAF-BLIND TO HIS POSITION AS DIRECTOR OF THE CENTER. EVEN BEFORE RECEIVING HIS DEGREES FROM TEACHER'S COLLEGE, COLUMBIA UNIVERSITY (BACHELOR'S, 1940; MASTER'S, 1942), MR. SPAR, WHO WAS HIMSELF BLIND, WORKED WITH STUDENTS AT THE



NEW YORK INSTITUTE FOR EDUCATION OF THE BLIND (NOW THE NEW YORK INSTITUTE FOR SPECIAL EDUCATION) AS EARLY AS 1935. IN 1942, HE JOINED THE STAFF OF THE INDUSTRIAL HOME FOR THE BLIND (IHB) IN BROOKLYN, NY, (NOW HELEN KELLER SERVICES FOR THE BLIND, WHICH OPERATES THE HELEN KELLER NATIONAL CENTER), AS A SPECIALIST IN THE INDUSTRIAL PLACEMENT OF BLIND AND VISUALLY IMPAIRED TRAINEES. HIS PROGRESS AT THE IHB WAS STEADY: IN 1945 HE BECAME DIRECTOR OF ITS VOCATIONAL DEPARTMENT; IN 1951, DIRECTOR OF REHABILITATION; IN 1953, ASSISTANT EXECUTIVE DIRECTOR; AND IN 1970, ASSOCIATE EXECUTIVE DIRECTOR.

IT WAS FROM THIS POST THAT MR. SPAR WAS APPOINTED ASSOCIATE DIRECTOR OF THE HELEN KELLER NATIONAL CENTER IN 1971, AND SHORTLY



AFTERWARD BECAME DIRECTOR IN CHARGE OF THE CENTER'S DEVELOPMENT. HE WAS RESPONSIBLE FOR ALL DAY-TO-DAY OPERATIONS OF THE CENTER, AND WAS INTIMATELY INVOLVED IN EVERY PHASE OF THE DESIGN AND CONSTRUCTION OF ITS FINAL CAMPUS IN SANDS POINT, NEW YORK. MR. SPAR LECTURED FREQUENTLY ON THE REHABILITATION OF BLIND AND DEAF-BLIND PERSONS, AND PUBLISHED PAPERS EXTENSIVELY ON THE SUBJECT.

AT THE DEDICATION OF THE CENTER'S CAMPUS IN 1975, MR. SPAR WAS AWARDED THE ANNE SULLIVAN GOLD MEDAL FOR OUTSTANDING SERVICE IN THE FIELD OF DEAF-BLINDNESS. AT THE SAME CEREMONY HE WAS PRESENTED WITH A HARD HAT IN RECOGNITION OF HIS UNFLAGGING VIGILANCE IN OVERSEEING THE CENTER'S CONSTRUCTION - AN AWARD IN WHICH HE TOOK

PARTICULAR PRIDE.

MR. SPAR IS SURVIVED BY HIS WIFE, JANET,  
AND THREE DAUGHTERS.

### LOOKING TO THE OPEN DOORS

BY MATTHEW CLARKSON (REPRINTED WITH  
PERMISSION FROM CAREERS FOR THE  
HANDICAPPED).

WHEN DEAF CUSTOMERS OF THE US WEST  
COMMUNICATIONS TELEPHONE COMPANY NEED HELP  
WITH BILLING PROBLEMS, OR HAVE  
INSTALLATION AND REPAIR REQUESTS, THEY TALK  
TO DAN MANSFIELD. HE TAKES CARE OF THEIR  
PROBLEMS AND GOES OUT OF HIS WAY TO MEET  
THE NEEDS OF THESE CUSTOMERS. HE SELDOM  
TALKS TO THE CUSTOMERS ABOUT HIS OWN  
DEAFNESS OR THE FACT THAT HE IS LEGALLY



BLIND BECAUSE IT WOULD ONLY INTERFERE WITH THE BUSINESS AT HAND, AND AS HIS SUPERVISOR NOTES, "MANSFIELD IS ALL BUSINESS."

MANSFIELD IS A ONE-MAN SERVICE DEPARTMENT FOR THE HEARING IMPAIRED. WORKING IN SEATTLE, WA, HE SERVES THE NEEDS OF OVER 5,000 CUSTOMERS USING TELECOMMUNICATION DEVICES FOR THE DEAF (TDDs) IN THE STATE OF WASHINGTON AND PARTS OF IDAHO. HE HAS MADE INNOVATIONS TO IMPROVE CUSTOMER SERVICE, CREATED BROCHURES TO MAKE THE SERVICES EASIER TO UNDERSTAND, AND MADE THE DEAF COMMUNITY MORE AWARE OF WHAT THE PHONE COMPANY CAN DO FOR THEM.

STARTING IN THE EARLY 1970s, MANSFIELD WORKED WITH THE PHONE COMPANY AS A PROOFREADER AND SENIOR TYPIST IN THE COMPOSING DEPARTMENT. "I HAVE STRONG

ENGLISH SKILLS AND HAVE ALWAYS LOVED TO READ," SIGNS MANSFIELD. HIS DEAFNESS AND TUNNEL VISION DID NOT HINDER HIM FROM PRODUCING THE HIGHEST QUALITY WORK DURING THE 12 YEARS HE WORKED IN THE COMPOSING DEPARTMENT.

HE HAD RELATIVELY GOOD VISION MOST OF HIS LIFE. BUT HE SUFFERS FROM USHER'S SYNDROME, A FORM OF RETINITIS PIGMENTOSA WHICH EVENTUALLY LEADS TO BLINDNESS. THE GENETIC DISORDER BEGAN AFFECTING HIS VISION AS HE APPROACHED HIS MID-THIRTIES. TODAY, HIS AREA OF VISION IS SO SMALL THAT WHEN LOOKING AT ANOTHER PERSON HE CAN EITHER SEE THE PERSON'S MOUTH OR THE PERSON'S EYES, BUT NOT BOTH - AND WHAT VISION HE HAS LEFT IS FOGGY. HE ESTIMATES HE WILL BE TOTALLY BLIND WITHIN TWO YEARS.



THE DETERIORATING VISION WAS BECOMING A FRUSTRATION FOR MANSFIELD. NOT ONLY WAS HE FACING THE PROSPECT OF UNEMPLOYMENT AND ISOLATION FROM MAINSTREAM BUSINESS, BUT DRASTIC CHANGES WERE TAKING PLACE IN HIS LIFE. HE WAS LOSING MANY OF HIS INTERESTS: HIS LOVE OF READING, SWIMMING, AND TRAVELING. BUT, THE MOST FRUSTRATING ASPECT OF THE BLINDNESS WAS THE LOSS OF INDEPENDENCE. "I AM FIERCELY INDEPENDENT," HE NOTES, "AND I'VE ALWAYS BEEN PROUD OF THAT."

MANSFIELD, HOWEVER, IS NOT UNFAMILIAR WITH FRUSTATION OR OBSTACLES IN HIS LIFE. AT THE AGE OF FIVE, HE LEFT HOME TO ATTEND A STATE SCHOOL FOR THE DEAF, AND WHILE HE RECEIVED A GOOD EDUCATION, HE EXPERIENCED DIFFICULT TIMES THERE, LARGELY BECAUSE OF

HIS LIMITED VISION.

HE LEARNED TO DEAL WITH THE TEASING FROM OTHER STUDENTS, BUT HIS LIMITED ABILITY IN SPORTS WAS MORE DAMAGING TO HIS SELF-CONFIDENCE. "IT WAS EMBARRASSING AND FRUSTRATING FOR ME," HE REMEMBERS. "I HAD FEELINGS OF INFERIORITY." HE CHanneled HIS ENERGY INTO STUDENT GOVERNMENT AND BEGAN DEVELOPING THE SKILLS OF LEADERSHIP THAT WOULD LATER SERVE HIM WELL IN THE WORKPLACE AND IN COMMUNITY SERVICE.

WHEN MANSFIELD'S SUPERVISOR WAS UNABLE TO FIND A POSITION FOR HIM WITHIN THE COMPANY, MANSFIELD TURNED TO THE DEPARTMENT OF VOCATIONAL REHABILITATION (DVR) IN SEATTLE FOR ASSISTANCE. DVR AND THE HELEN KELLER NATIONAL CENTER IN NEW YORK BOTH SENT A REPRESENTATIVE TO THE TELEPHONE COMPANY.



WORKING IN CONJUNCTION WITH THE COMPANY, THE THREE GROUPS ASSESSED POSSIBLE JOBS TO ACCOMMODATE MANSFIELD'S NEW NEEDS AND TO DETERMINE HIS VOCATIONAL SKILLS.

HE ACTIVELY TOOK PART IN THE EVALUATION PROCESS AND PREPARED HIMSELF BY STUDYING BRAILLE, TAKING MOBILITY CLASSES, COMPUTER CLASSES, AND LEARNING HOW TO USE A WHITE CANE. THESE STEPS WERE TAKEN IN AN EFFORT TO REGAIN SOME INDEPENDENCE AND TO MAKE HIMSELF ADAPTABLE FOR A NEW POSITION.

DESPITE THE EFFORTS OF THOSE INVOLVED, THE PROCESS OF FINDING A NEW POSITION TOOK TWO YEARS. THE TELEPHONE COMPANY WAS IN THE MIDST OF A REORGANIZATION AT THE TIME AND MANY POSITIONS WERE BEING ELIMINATED. MANSFIELD'S DILEMMA CAME TO THE ATTENTION OF THE COMPANY PRESIDENT, ANDREW SMITH, WHO

WAS SUPPORTIVE OF SEVERAL ALTERNATIVE PLANS AND PROVIDED THE NECESSARY BACKING TO ENACT ONE OF THEM. THE DECISION WAS MADE TO TRAIN MANSFIELD FOR A POSITION IN CUSTOMER SERVICE WORKING WITH THE FIRM'S HEARING-IMPAIRED CUSTOMERS. THE COMPANY PROVIDED OVER THREE MONTHS OF COMPUTER TRAINING AND INSTALLED SEVERAL DEVICES TO HELP HIM IN HIS WORK.

A WRIST RECEIVER VIBRATES WHEN THE PHONE RINGS, ALERTING HIM TO INCOMING CALLS. HE CONNECTS THE PHONE TO THE TDD VIA A PHONE MODEM AND IS ABLE TO COMMUNICATE WITH CUSTOMERS BY TYPING. HE USES A TELEBRAILLE, A UNIQUE TDD WHICH INCORPORATES BOTH A READABLE LED SCREEN AND BRAILLE. AS HE BECOMES TOTALLY BLIND, MANSFIELD WILL RELY ON BRAILLE, BUT FOR NOW



HE HAS ENOUGH VISION TO SEE THE SINGLE LINE OF TYPE DISPLAYED ON THE TDD. MANSFIELD ALSO USES A VTEK LARGE PRINT VIEWER WHICH ENABLES HIM TO READ INTEROFFICE MEMOS AND MAIL. SEVERAL HOURS EACH WEEK, THE COMPANY ALSO PROVIDES HIM WITH AN INTERPRETER SO HE CAN MAKE VOICE CALLS, INTERACT WITH COWORKERS, AND GIVE WORKSHOPS AND LECTURES.

THE BENEFITS TO THE COMPANY AND TO THE COMMUNITY FROM TRAINING MANSFIELD AS A CUSTOMER SERVICE REPRESENTATIVE HAVE OUTDISTANCED THE COST OF PROVIDING HIM WITH SPECIAL EQUIPMENT AND ASSISTANCE. HE NOW REACHES A GROWING SEGMENT OF THE MARKET THE TELEPHONE COMPANY LARGELY IGNORED IN THE PAST. SEVERAL OF HIS INNOVATIONS HAVE GENERATED NEW REVENUE FOR THE COMPANY.

"MANSFIELD HAS RECEIVED A NUMBER OF COMMENDATIONS FROM CUSTOMERS WHO WERE HAPPY WITH THE WAY DAN TOOK CARE OF THEIR PROBLEMS," SAYS MARY DELRE, MANSFIELD'S IMMEDIATE SUPERVISOR, "AND SOME OF THE PEOPLE WEREN'T AWARE OF HIS DISABILITIES."

THE SUCCESSFUL PLACEMENT OF MANSFIELD IN THE WORKPLACE EXEMPLIFIES WHAT CAN BE DONE FOR INDIVIDUALS WITH DISABILITIES IF BUSINESS MAKES CERTAIN ACCOMMODATIONS. HE IS PROUD OF HIS ACCOMPLISHMENTS BUT SAYS, "IF SOCIETY WOULD GIVE US OPPORTUNITIES, THERE WOULD BE MORE ACHIEVEMENT BY US."

FOR THOSE PREPARING FOR, OR SEEKING A JOB IN MAINSTREAM BUSINESS, MANSFIELD STATES THAT THE MOST IMPORTANT FACTOR IS TO BE "POSITIVE ABOUT YOURSELF. IF YOU DON'T HAVE SELF-ESTEEM, YOU WON'T GO FAR. ALSO,



BE REALISTIC. SEARCH FOR THE TALENTS YOU HAVE AND GET TRAINING TO IMPROVE THOSE SKILLS."

IN ADDITION TO HIS ACCOMPLISHMENTS AT WORK, MANSFIELD SPENDS MUCH OF HIS EXTRA TIME INVOLVED WITH THE DEAF COMMUNITY. HIS RESUMÉ INCLUDES A LONG LIST OF OFFICES, MEMBERSHIPS, AND AWARDS ACKNOWLEDGING HIS LEADERSHIP IN THE COMMUNITY. "I DEFINE SUCCESS IN TWO PARTS: FIRST IN OVERCOMING OBSTACLES, NOT ONLY WITH ACCOMMODATIONS, BUT BY HANDLING MY EMOTIONS AND SELF-ESTEEM. AND TWO, BY LEARNING TO LIVE WITH MY DISABILITIES, I ACCEPT WHO I AM," HE REMARKS.

STATED AT THE BOTTOM OF HIS LONG RESUMÉ IS HIS FAVORITE QUOTE: "LIFE IS A CELEBRATION." HE SAYS, "THE QUOTE IS TO

REMINDE ME THAT LIFE IS NOT ALL DOWN AND OUT. THERE IS A SILVER LINING IN EVERYTHING IF YOU JUST LOOK FOR IT."

PARAPHRASING ANOTHER FAVORITE QUOTE, MANSFIELD SUMS UP THE REASON HE HAS COME SO FAR, "I LOOK TO THE DOORS THAT HAVE BEEN OPENED TO ME INSTEAD OF GAZING AT THE ONES THAT HAVE BEEN SHUT."

### HOW JAKE LEARNS

BY BARBARA STEWART (REPRINTED WITH PERMISSION FROM THE ORLANDO SENTINEL, ORLANDO, FL)

IT IS NOON AND SUSAN ALLEN, HER LEAN FACE AS VIBRANT AS HER SUN-YELLOW DRESS, IS AT YET ANOTHER CIVIC CLUB LUNCH. THIS TIME IT'S THE APOPKA (FL) ROTARY CLUB, WHERE SHE WILL ACCEPT A \$1,200 DONATION FOR HER



LOVE AND OBSESSION, HER SMALL SCHOOL LOCATED IN AN OLD PILLARED HOUSE IN ZELLWOOD, FL. SUSAN IS SITTING AT A LONG TABLE IN A MUSTY CHURCH COMMUNITY ROOM, WITH A PAPER PLATE OF CHICKEN POT PIE AND BOILED BEETS BEFORE HER. NEXT TO HER IS HER SON JAKE, 12, WHO CAN BE MISCHIEVOUS.

LIKE HIS MOTHER, JAKE HAS AN ANGULAR, ANIMATED FACE. HE IS SLIGHT AND WIRY, WITH SPIKY BLOND HAIR AND PALE BLUE EYES. JAKE HATES CIVIC CLUB MEETINGS; THEY BORE HIM. HE IS HERE BECAUSE HIS MOTHER WANTS HIM HERE. MAKING THE BEST OF A BAD SITUATION, HE GULPS DOWN THE CHICKEN POT PIE. THEN HIS FORK VEERS TOWARD HIS BANANA-VANILLA WAFER PUDDING, BUT IS FIRMLY DIRECTED FIRST TO THE SALAD. WHEN HE HAS FINISHED THE SALAD AND PUDDING, HE LETS HIS HAND DRIFT

AS IF BY ACCIDENT TO HIS MOTHER'S PUDDING, WHICH HE SNATCHES. "No," SUSAN TELLS HIM. "THAT'S MOM'S. JAKE MUST ASK." JAKE PAUSES, HIS SPOON HOVERING ABOVE THE SECOND BOWL OF PUDDING. "No," SUSAN SAYS, EMPHATICALLY. JAKE'S FACE FALLS. HE HESITATES, INTENT ON THE PUDDING. HE PUTS THE SPOON ON THE TABLE. FINALLY HE GIVES IN. HE ASKS: "MAY I EAT MOM'S PUDDING?" SUSAN, HER PURPOSE ACCOMPLISHED, REPLIES: "YES, YOU MAY EAT MOM'S PUDDING."

THE EXCHANGE IS UNREMARKABLE ENOUGH. BUT TO SUSAN ALLEN, IT IS A CONVERSATION REplete WITH TRIUMPH.

JAKE ALLEN DID NOT SEE THE BANANA-VANILLA WAFER PUDDING OR THE CHURCH COMMUNITY ROOM OR HIS MOTHER. HE DID NOT HEAR THE SPEECHES, OR THE ROTARY CLUB MEMBERS



SAYING, "HOW ARE YOU, SON?" OR HIS MOTHER'S REPRIMANDS. JAKE ALLEN HAS BEEN DEAF AND BLIND SINCE BIRTH, COMMUNICATING ONLY RECENTLY USING SIGN LANGUAGE. HE HAS LIVED 12 YEARS IN DARKNESS AND SILENCE, IN A WORLD WHERE EVEN THE SIMPLEST THINGS TAKE HIM VERY MUCH BY SURPRISE.

NOT LONG AGO, JAKE COULD NOT HAVE BEEN TAKEN TO A ROTARY CLUB MEETING, OR EVEN A FAMILY GET-TOGETHER, WITHOUT DISRUPTING EVERYTHING SO THOROUGHLY THAT PEOPLE ASSUMED HE WAS CRAZY. NOW, HE STOICALLY ENDURES STRANGERS PATTING HIM ON THE HEAD. HE SITS POLITELY THROUGH A DULL MEAL. HE STANDS FOR A PLEDGE OF ALLEGIANCE HE WILL NEVER HEAR, FACING A FLAG HE WILL NEVER SEE. HE DOES NOT, AND ALMOST CERTAINLY NEVER WILL, KNOW HOW HIS NEW LIFE, WITH ITS

ELEMENTS OF ORDER, LANGUAGE AND DISCIPLINE, CAME TO BE. HE'LL NEVER KNOW WHAT HIS MOTHER DID FOR HIM.

SUSAN ALLEN MARRIED AT 18 AND HAD JAKE, HER FIRST SON, AT 19. SHE HAS NOT BEEN TO COLLEGE. NOW SHE IS 32, DIVORCED WITH THREE CHILDREN. AFTER YEARS, DURING WHICH JAKE GOT PROGRESSIVELY MORE WILD - BUT NO MORE EDUCATED - IN THE HANDS OF THE PUBLIC SCHOOLS, SUSAN ALLEN SET OUT TO EDUCATE HER SON HERSELF. DEFYING PREDICTIONS FROM PROFESSIONALS, SHE RAISED MONEY, RENTED AN OLD BUILDING AND, IN 1986, OPENED HER OWN SCHOOL FOR DEAF-BLIND CHILDREN. (THERE ARE 5,042 DEAF-BLIND CHILDREN IN THE UNITED STATES, INCLUDING 102 IN FLORIDA).

SUSAN'S SCHOOL IS CALLED THE JAKE ALLEN CENTER FOR DEAF-BLIND CHILDREN, AND IT NOW



HAS 16 CHILDREN, AMONG THEM JAKE. THIS YEAR SUSAN ALLEN MUST RAISE \$1.2 MILLION TO KEEP THE SCHOOL AFLOAT. THE COST OF EDUCATING ONE CHILD IS \$38,000 A YEAR. WHAT SHE IS DOING WITH ALMOST NO TRAINING-OPENING A SCHOOL FOR DEAF-BLIND CHILDREN, FUNDING IT WITH GARAGE SALES AND ROTARY CLUB DONATIONS - SEEMS CLEARLY IMPOSSIBLE.

TO SUSAN ALLEN, JAKE ALLEN IS BEYOND UNDERSTANDING, A MYSTERY THAT ENTHRALLS HER. IT IS A WORLD OF NOT SEEING AND NEVER HAVING SEEN, OR NOT HEARING AND NEVER HAVING HEARD. IT IS A WORLD WITHOUT WORDS OR ANY REAL COMMUNICATION. SOMETHING AS SIMPLE AS LEARNING TO WALK BECOMES ALMOST IMPOSSIBLE - THERE IS NO WAY TO KNOW WHAT LEGS ARE FOR. NOTHING MAKES SENSE; THERE IS ONLY CHAOS.

PEOPLE WHO DON'T UNDERSTAND SAY: HELEN KELLER DID IT - MEANING SHE ATTAINED LANGUAGE, FRIENDS, A RADCLIFFE COLLEGE DEGREE AND AN EXTREMELY BROAD, SENSITIVE UNDERSTANDING OF THE WORLD AND HER PLACE IN IT. IF HELEN KELLER DID IT, CAN'T ALL DEAF-BLIND CHILDREN DO IT? HELEN KELLER, AFTER ALL, WAS BORN IN THE LAST CENTURY.

BUT HELEN KELLER WAS NOT BORN DEAF AND BLIND. SHE WAS BORN WITH ALL HER SENSES AND LOST THEM TO ILLNESS AT AGE 18 MONTHS. SHE KNEW THE BASICS: THAT SHE AND OTHERS WERE HUMAN BEINGS, THAT WORDS EXISTED, THAT THERE WAS AN OUTSIDE, SEPARATE FROM HERSELF. WHEN HELEN WAS 7, ANNE SULLIVAN PROPELLED HER INTO SOPHISTICATED COMMUNICATION. IF YOU ARE DEAF-BLIND, SPARKY AND IMPATIENT, LIKE HELEN KELLER OR



JAKE ALLEN, YOU STRUGGLE. YOU LIVE IN A NIGHTMARE AND DO YOUR BEST TO PULL OTHERS INTO IT WITH YOU FOR STIMULATION AND SOME SENSE OF WHAT'S GOING ON.

AS JAKE GREW, HE BECAME WILDER. HE COULD NOT COMMUNICATE IN ANY WAY, AND HIS FRUSTRATION ACCUMULATED. HE LEARNED THAT TANTRUMS ALLOWED HIM TO GET HIS WAY. ANGERING PEOPLE WAS ONE OF HIS ONLY FORMS OF ENTERTAINMENT. WHAT HE WANTED, HE GRABBED. WHEN HE WAS THWARTED OR IN NEED OF STIMULATION, HE POUNDED HIS HEAD AGAINST THE WALL.

ONE MORNING A WEEK, BEGINNING AT AGE 1, JAKE ATTENDED AN ORANGE COUNTY CLASS FOR DEAF CHILDREN. IT WAS A CLASS IN WHICH DEAF CHILDREN WERE TAUGHT THROUGH THEIR EYES - THOUGH JAKE, BEING BLIND, COULD NOT

LEARN LIKE THAT. WHEN SHE COULD, SUSAN TOOK BABY JEREMIAH AND WATCHED JAKE IN CLASS. A TEACHER AND AN AIDE WOULD FORCE HIM INTO A HIGH-BACKED CHAIR AND STRAP HIM DOWN. JAKE WOULD POUND HIS HEAD ON HIS DESK AGAIN AND AGAIN. UNSTRAPPED, JAKE WOULD ZOOM THROUGH THE CLASSROOM CRASHING INTO DESKS AND WALLS, BUTTING PEOPLE WITH HIS HEAD. THIS DID NOT LOOK LIKE LEARNING TO SUSAN, BUT THEN SHE WAS JUST HIS MOTHER AND HAD NO COLLEGE DEGREE. GRADUALLY, THOUGH, HER SENSE THAT JAKE WAS GETTING NOTHING FROM SCHOOL GREW. "I KNEW HE COULD LEARN," SHE SAID.

IT IS DECEMBER 1982. OUTSIDE IS A NORTH CAROLINA MOUNTAIN FROST; INSIDE A COLONIAL HOUSE IS AN UPSTAIRS LIVING ROOM FILLED WITH HOLIDAY SOUNDS - THE UPBEAT PATTERN OF



GRANDPARENTS, A MOTHER AND FATHER AND THREE SMALL GRANDCHILDREN VISITING FROM ORLANDO, FL. IT IS CHRISTMAS. NOTHING IS GOING TO SPOIL IT - MEANING 5-YEAR-OLD JAKE WILL NOT RUIN THE HOLIDAYS FOR EVERYBODY. THE ADULTS DO NOT TRY TO RESTRAIN JAKE AS HE ATTACKS GIFTS - HIS AND EVERYBODY ELSE'S - FRANTICALLY TEARING GIFT PAPER AND DUMPING OUT CONTENTS. JAKE GRABS A BOUGH OF THE CHRISTMAS TREE AND GIVES IT A HEALTHY TUG. HE IS ONLY 5, BUT HE IS STRONG. THE ADULTS' STEELY CALM SNAPS. BEFORE THEY CAN PRY HIM OFF, THE TREE - SHIVERING WITH ORNAMENTS - CRASHES DOWN IN A BROKEN HEAP. HE FINGERS A FINE CRYSTAL VASE, A GIFT TO SOMEBODY, AND, WRAPPING HIS LONG FINGERS AROUND IT - FINGERS THAT COULD HAVE MADE HIM A PIANIST OR A SURGEON - HEAVES THE

## VASE AGAINST THE WALL.

AGAIN, JAKE, TREMBLING WITH FEAR AND FRUSTRATION, HAS TRIUMPHED, A GRIM TRIUMPH FOR WHICH HE HAS NO WORDS. JAKE FEELS HIMSELF FIRMLY PROPELLED BY HIS MOTHER TO THE SOFA BED DOWNSTAIRS. HE FEELS THE COLD OF A METAL SPOON PRESSED INTO HIS MOUTH, HE TASTES SWEET SYRUP. SOON HE NODS DROWSILY AND FALLS FAST ASLEEP, LEAVING HIS FAMILY THE SHARDS OF THE DAY. "I DOSED HIM ON COUGH SYRUP," SAID SUSAN. "THAT'S THE ONLY THING THAT WOULD SEDATE HIM. I FELT TERRIBLE. I HELD HIM IN MY ARMS, A BEAUTIFUL BLOND-HEADED BOY. HE WAS WRESTLING WITH ME - WRESTLING WITH LIFE. AND I THOUGHT: 'HE MAY BE WORTHLESS TO EVERYBODY ELSE, BUT HE'S NOT WORTHLESS TO ME. I'M WILLING TO GAMBLE EVERYTHING ON



HIM.' I HAD NO CHOICE."

IT IS 1977, THE NIGHTMARE FAR IN THE FUTURE, AND SUSAN ALLEN, IN HER LONGWOOD, FL, HOUSE IS ROCKING BABY JAKE. AT 11 MONTHS, HE WEIGHS 10 POUNDS. IN HIS GREEN SLEEPER, HE LOOKS LIKE A GARDEN SNAKE. "A SKINNY GREEN SNAKE," SAID SUSAN. "WE'D LAUGH. WE CALLED HIM JAKE THE SNAKE." JAKE IS HER FIRST BABY, AND SHE AND HER HUSBAND, MIKE, ARE CRAZY ABOUT HIM. WHILE ROCKING HIM, SHE COVERS HER EYES WITH A BANDANNA AND HER EARS WITH HEADPHONES, TO BE DEAF-BLIND LIKE HIM.

JAKE'S TRAGEDY BEGAN BEFORE HE WAS BORN, AT A NEW YEAR'S EVE PARTY WITH CHAMPAGNE AND KISSING AT MIDNIGHT TO USHER IN 1976. A FEW DAYS LATER, A FRIEND CALLED TO SAY HE HAD THE GERMAN MEASLES, AND A FEW WEEKS

AFTER THAT, SUSAN, WHO HAD A SUSPICION SHE WAS PREGNANT, GOT SICK. WHEN JAKE WAS BORN AND SUSAN WAS CRADLING HER SCRAWNY NEWBORN BABY, SHE KNEW, FOR A FEW WONDERFUL MINUTES, THAT HE WAS FINE. "IN THE DELIVERY ROOM, I FELT LIKE A MILLION BUCKS," SHE SAID - UNTIL SHE NOTICED A WHITE GLAZE IN JAKE'S EYES, A GLAZE SHE SOON LEARNED INDICATED BLINDNESS.

BUT SUSAN AND MIKE ADJUSTED. "WE ACCEPTED HIM AS A BLIND CHILD. WE THOUGHT, 'HE CAN BE ANOTHER STEVIE WONDER.'" SHE ARRANGED FOR A HEARING TEST - SIMPLY AS CONFIRMATION THAT JAKE'S HEARING WAS COMPLETELY NORMAL. AT THE TEST'S END, THE AUDIOLOGIST SAID ABRUPTLY: "THIS IS THE MOST PROFOUNDLY DEAF CHILD I HAVE EVER TESTED."



SUSAN'S SENSE OF JAKE'S INTELLIGENCE WAS NOT MERELY A MOTHER'S INTUITION. ONE EASTER, WHEN JAKE WAS 5, HE CONCOCTED AN ELABORATE RUSE TO GET AT SOME EASTER CANDY HE WANTED. THE EASTER CANDY WAS OUT OF REACH, ON TOP OF THE REFRIGERATOR. HE PULLED HIS MOTHER INTO THE LAUNDRY ROOM UNDER THE PRETEXT OF HUNTING FOR A LOST OBJECT. THEN HE SLAMMED THE DOOR SHUT, LOCKED IT AND PROCEEDED TO HELP HIMSELF TO THE CANDY.

JAKE ALSO HAD A PERFECT SENSE OF DIRECTION. IN THE HOUSE, THE NEIGHBORHOOD OR EVEN ON CAR TRIPS AROUND ORLANDO, HE ALWAYS KNEW PRECISELY WHERE HE WAS. JAKE DID NOT HAVE WORDS, BUT HE WAS RETAINING INFORMATION.

JAKE LEFT SUSAN LITTLE TIME TO BE

PHILOSOPHICAL. JAKE - HIS MIND UNSTIMULATED DURING THE DAY - WAS RESTLESS AT NIGHT, AND ANYWAY HE COULD NOT DISTINGUISH THE TIME OF DAY. HE WOULD GET UP IN THE MIDDLE OF THE NIGHT AND TURN THE TELEVISION ON AND OFF OR BOUNCE ON HIS PARENTS' BED. HE WOULD WANDER OUTSIDE AND BREAK INTO NEIGHBORS' HOUSES. ONCE HE LOCATED A TUBE OF CAULKING AND SQUIRTED IT ALL OVER A NEIGHBOR'S KITCHEN, THEN MADE OFF WITH A BOX OF CEREAL. SUSAN BEGAN TO SLEEP OUTSIDE HIS DOOR SO HE WOULD WAKE HER WHEN HE WANDERED.

AT 7, JAKE WAS PLACED IN A CLASS FOR THE PROFOUNDLY MENTALLY RETARDED, WHERE THE ORANGE COUNTY SCHOOLS DECIDED HE BELONGED. BUT SUSAN INSISTED HE WASN'T RETARDED AT ALL AND BEGAN CASTING ABOUT FOR ASSISTANCE



OUTSIDE THE SCHOOLS.

WHEN JAN VAN DIJK, A DUTCHMAN WHO IS ONE OF THE FEW TO SPECIALIZE IN TEACHING PEOPLE WHO ARE DEAF-BLIND, LECTURED AT FLORIDA STATE UNIVERSITY, SUSAN BROUGHT JAKE TO BE EVALUATED. HE TOLD HER: "THIS CHILD IS ONE OF THE FOUR BRIGHTEST DEAF-BLIND CHILDREN WHO HAVE NOT BEEN EDUCATED THAT I HAVE EVER MET. DO NOT WASTE A MINUTE. FLOOD HIM WITH LANGUAGE."

SHE WAS INTRODUCED BY VAN DIJK AND TWO CANADIAN TEACHERS OF DEAF-BLIND CHILDREN, JOHN AND JACQUIE McINNES, TO THE INTERVENOR METHOD OF TEACHING DEAF-BLIND CHILDREN. A DEAF-BLIND CHILD IS PROVIDED WITH A GUIDE, A PERSON TO ACT AS THE CHILD'S EYES AND EARS. FAR FROM BEING AN INNOVATION, THIS IS THE SAME METHOD ANNE SULLIVAN USED WITH

HELEN KELLER. INTERVENING WAS A REVELATION TO SUSAN. ONE MORNING, RUSHED AND EXHAUSTED FROM HAVING BEEN UP ALL NIGHT WITH JAKE, SUSAN ANNOUNCED TO MIKE: "THAT'S IT. SOMEBODY HAS TO DO IT. I'M STARTING MY OWN SCHOOL."

JAKE, IN THE BACKYARD OF THE JAKE ALLEN SCHOOL, POURS SOAP POWDER INTO A BUCKET OF WATER, AND, HIS HANDS BENEATH THOSE OF HIS INTERVENOR, KIM GAILEY, HE SCRUBS ONE CAR AND THEN ANOTHER. HIS FACE LIGHTS UP WHEN HE IS HANDED TWO \$1 BILLS, PAYMENT FOR WASHING THE CARS. HE WANTS THE MONEY TO BUY A GLOW STICK, THE LIGHT FROM WHICH ENTHRALLS HIM.

HE CAN SIGN OR FINGERSPELL 500 WORDS AND UNDERSTANDS MANY MORE. WHILE HE NO LONGER POUNDS HIS HEAD, HE RECENTLY HAD A TANTRUM



IN WHICH HE KICKED THE DOOR AND THEN LIGHTLY TAPPED HIS HEAD ON IT, PRETENDING TO POUND IT.

JAKE IS TOTALLY DEAF, BUT HE CAN DISCERN LIGHT AND COLOR WITH ONE EYE AND HAS VERY LIMITED TUNNEL VISION IN THE OTHER. IN THE BEDROOM IS JAKE'S CALENDAR, WHICH ORDERS HIS LIFE. THE DAYS ARE MARKED WITH SIMPLE BRIGHT DRAWINGS. JAKE, BY PEERING AT IT FROM AN INCH AWAY, SEES THAT MONDAY HE WILL SWIM, WEDNESDAY HE WILL HAVE LUNCH AT WENDY'S.

THIS IS THE SCHOOL THAT SUSAN, OUT OF DEFIANCE AND FRUSTRATION, BUILT TO GIVE JAKE AND OTHER DEAF-BLIND CHILDREN ORDER, COHERENCE, LANGUAGE, DISCIPLINE, FRIENDS AND A SENSE OF THEIR OWN HUMANITY. THERE ARE NOW TWO SCHOOLS. THE FIRST, WHICH

OPENED IN 1986, HAS EIGHT CHILDREN; A SECOND, IN APOPKA, IS JUST FOR INFANTS AND CURRENTLY HAS EIGHT. "IT GETS FRUSTRATING," SAID ANNE DEATRICK, INTERVENOR FOR A BOY NAMED MATTHEW AULETTA. "BUT THEN HE DOES SOMETHING GREAT - LIKE SIGN POTTY WHEN HE WANTS TO GO POTTY."

TO SUSAN, THE INTERVENOR METHOD SEEMED LIKE COMMON SENSE; HAVING ONE PERSON CONSTANTLY WITH JAKE TO ACT AS HIS EYES AND EARS AND TO GRADUALLY INTRODUCE HIM TO SIGN LANGUAGE. SHE AND MIKE LOCATED A BUILDING IN ZELLWOOD WITH HOLES IN THE CEILING AND NO ELECTRICITY. IT WAS 1985. MIKE AND SUSAN SOLD THEIR HOUSE, WENT \$50,000 IN DEBT, AND WITH FRIENDS, RENOVATED THE RENTED BUILDING THAT BECAME THE JAKE ALLEN SCHOOL. SHE RECRUITED STAFF, NOT FOR THEIR



BRILLIANCE OR EDUCATION, BUT FOR THEIR PATIENCE AND WILLINGNESS TO WORK WITH DEAF-BLIND CHILDREN.

THE 38 INTERVENORS AT SUSAN ALLEN'S SCHOOLS TEND TO BE YOUNG, WITH LITTLE COLLEGE EDUCATION. THAT DOES NOT SIT WELL WITH STATE EDUCATORS, SOME OF WHOM SAY SUSAN ALLEN COULD DO DAMAGE BECAUSE SHE IS RELATIVELY UNEDUCATED AND DOES NOT KNOW WHAT SHE IS DOING. "THE LACK OF PROFESSIONALISM IS THE PROBLEM," SAID CONNIE TRENT, A STATE PROGRAM SPECIALIST FOR DEAF-BLIND SERVICES. SOME EDUCATORS QUESTION THE EFFECTIVENESS OF ONE-ON-ONE INTERVENORS. "DEAF-BLINDNESS IS A DEPENDENT DISABILITY," SUSAN ALLEN SAID. "SOMETIMES I THINK, HERE I AM, A MOTHER TRYING TO EDUCATE EDUCATORS WHO DON'T KNOW

WHAT THEY DON'T KNOW."

"WE HAVE TO BE WILLING TO GIVE SUSAN ALLEN A CHANCE," SAID DON WEDEWER, RECENTLY RETIRED DIRECTOR FOR THE STATE DIVISION OF DEAF-BLIND SERVICES. "THE BEST PRACTICE (IN PUBLIC EDUCATION OF DEAF-BLIND CHILDREN) IS LOUSY PRACTICE. SUSAN IS AN INNOVATOR, AND IF YOU'RE AN INNOVATOR, YOU THROW THE RULE BOOK OUT. I ADMIRE HER. I'M WATCHING WHAT SHE DOES."

IT IS JAKE WHO HAS INTRODUCED SUSAN TO HER REAL SELF, WHICH SHE CONSIDERS A BLESSING. "I'M THE LUCKIEST PERSON IN THE WORLD," SUSAN SAID. "I DO SOMETHING THAT FEEDS MY SOUL. JAKE IS NOT A TRAGEDY TO ME AT ALL. JAKE FIRES ME UP MORE THAN ANYTHING ELSE IN THE WORLD."



## A DECLARATION OF BASIC NEEDS

A DECLARATION OF THE BASIC NEEDS OF DEAF-BLIND PERSONS WAS ADOPTED AND APPROVED BY THE FOURTH HELEN KELLER WORLD CONFERENCE ON DEAF-BLINDNESS IN STOCKHOLM, SWEDEN, OCTOBER, 1989. THIS INTERNATIONAL CONFERENCE ON DEAF-BLINDNESS, AT WHICH MANY DEAF-BLIND DELEGATES PARTICIPATED, WAS SPONSORED BY THE STANDING COMMITTEE ON ACTIVITIES OF DEAF-BLIND PEOPLE OF THE WORLD BLIND UNION, AND WAS CHAIRED BY MR. STIG OHLSON OF SWEDEN. FOLLOWING IS THE FULL TEXT OF THE DECLARATION:

ARTICLE 1: STATISTICS INDICATE THAT DEAF-BLIND PERSONS EXIST IN EVERY COUNTRY OF THE WORLD. EVERY ONE OF THESE COUNTRIES SHOULD DEVELOP DEMOGRAPHIC DATA ON ITS DEAF-BLIND POPULATION FOR THE PLANNING OF

NECESSARY SERVICES TO ASSIST THESE PEOPLE TO DEVELOP THEIR FULL POTENTIAL AS CITIZENS.

ARTICLE 2: DEAF-BLINDNESS IS NOT BLINDNESS WITH THE ADDITIONAL DISABILITY OF DEAFNESS, NOR IS IT DEAFNESS WITH THE ADDITIONAL DISABILITY OF BLINDNESS. IT IS A UNIQUE DISABILITY, REQUIRING SPECIALIZED SERVICES.

ARTICLE 3: HIGHLY SPECIALIZED TRAINING OF PROFESSIONAL WORKERS IS NEEDED IN ORDER TO TAKE BOTH DEAFNESS AND BLINDNESS INTO ACCOUNT. EACH COUNTRY HAS THE RESPONSIBILITY TO TRAIN QUALIFIED PROFESSIONALS TO EFFECTIVELY ASSESS AND EVALUATE THE POTENTIAL OF ITS DEAF-BLIND CITIZENS. WHERE SUCH EXPERTISE DOES NOT EXIST WITHIN THE COUNTRY, ASSISTANCE SHOULD



BE SOUGHT FROM COUNTRIES WITH ESTABLISHED SERVICES TO ENSURE THAT A BASIC LEVEL OF QUALITY SERVICE IS AVAILABLE.

ARTICLE 4: COMMUNICATION IS THE MOST FORMIDABLE BARRIER FACED BY DEAF-BLIND PEOPLE. COMMUNICATION IS THE KEY TO LEARNING, THE ACQUISITION OF KNOWLEDGE, AND THE ACCESS TO OTHERS. COMMUNICATION IS IMPERATIVE REGARDLESS OF THE POTENTIAL LEVEL OF ACHIEVEMENT OF THE DEAF-BLIND INDIVIDUAL. THIS BEING THE CASE, IT IS STRONGLY URGED THAT A HIGH PRIORITY BE PLACED ON TRAINING DEAF-BLIND INDIVIDUALS IN EFFECTIVE COMMUNICATION METHODS. NATIVE SIGN LANGUAGES, MANUAL ALPHABETS, ORAL TRAINING, BRAILLE AND OTHER TECHNICAL AIDS AND DEVICES ARE ALL IMPORTANT AVENUES TO EFFECTIVE COMMUNICATION THAT CAN BE

FOLLOWED THROUGH THE SENSE OF TOUCH. IT IS STRONGLY URGED, HOWEVER, THAT DEAF-BLIND INDIVIDUALS BE OFFERED TRAINING IN SEVERAL COMMUNICATION METHODS IN ORDER TO PROVIDE THE GREATEST FLEXIBILITY IN RECEPTIVE AND EXPRESSIVE COMMUNICATION.

ARTICLE 5: EVERY COUNTRY OF THE WORLD SHOULD PROVIDE SPECIALIZED EDUCATIONAL OPPORTUNITIES DESIGNED TO MEET THE UNIQUE NEEDS OF DEAF-BLIND PERSONS. APPROPRIATE PLACEMENT CAN OFTEN BE FOUND IN PROGRAMS DESIGNED FOR DEAF CHILDREN, BLIND CHILDREN, OR NON-DISABLED CHILDREN. HOWEVER, EACH COUNTRY SHOULD CAREFULLY EVALUATE WHICH EDUCATIONAL SETTING IS MOST ENABLING FOR ITS DEAF-BLIND CHILDREN. INTEGRAL TO THE EDUCATIONAL PROGRAM FOR DEAF-BLIND CHILDREN SHOULD BE A CURRICULUM OF BASIC SELF CARE



**AND DAILY LIVING SKILLS.**

**ARTICLE 6: THE LOSS OF SIGHT AND HEARING IN ITSELF IS NOT A BARRIER TO PRODUCTIVITY IN THE WORKPLACE FOR DEAF-BLIND PEOPLE. GAINFUL EMPLOYMENT IN THE LEAST RESTRICTIVE ENVIRONMENT SHOULD BE CONSIDERED FOR EVERY DEAF-BLIND PERSON WITH WORK POTENTIAL. APPROPRIATE COUNSELING, TRAINING, JOB PREPARATION, WORK PLACEMENT AND FOLLOW-UP SERVICES ARE ALL IMPORTANT COMPONENTS OF THE REHABILITATION PROCESS. EVERY COUNTRY SHOULD DEVELOP THESE SERVICES TO THE FULLEST DEGREE POSSIBLE, WITH THE DEAF-BLIND PERSON'S ACTIVE INVOLVEMENT IN REHABILITATIVE PLANNING TO THE FULLEST DEGREE FEASIBLE.**

**ARTICLE 7: EFFECTIVE COMMUNICATION FOR DEAF-BLIND PEOPLE OFTEN REQUIRES THE**

ASSISTANCE OF AN INTERPRETER. INTERPRETING SERVICES ARE THE KEY TO INDEPENDENCE FOR DEAF-BLIND PEOPLE. EACH COUNTRY, THEREFORE, SHOULD GIVE PRIORITY ATTENTION TO THE TRAINING OF PROFESSIONAL INTERPRETERS. THERE ARE IMPORTANT DIFFERENCES BETWEEN INTERPRETING FOR DEAF PEOPLE AND INTERPRETING FOR DEAF-BLIND PEOPLE; THESE DIFFERENCES SHOULD BE TAKEN INTO ACCOUNT WHEN DEVELOPING INTERPRETER TRAINING. INTERPRETING SERVICES ARE ONE OF THE MOST CRITICALLY NEEDED RESOURCES FOR DEAF-BLIND PEOPLE; THEY ARE AN ESSENTIAL COMPONENT OF THE OVERALL SERVICE NETWORK.

ARTICLE 8: ALTERNATIVE LIVING OPPORTUNITIES ARE CRITICALLY NEEDED BY DEAF-BLIND ADULTS. SUPERVISED RESIDENTIAL PLACEMENT, SUPPORTED APARTMENT LIVING, AND



FULLY INDEPENDENT HOUSING ARE ALL VIABLE LIVING ALTERNATIVES FOR DEAF-BLIND ADULTS, GIVEN APPROPRIATE PREPARATION AND TRAINING. EVERY EFFORT SHOULD BE MADE TO FIND PLACEMENT AS CLOSE TO A NORMAL COMMUNITY SETTING AS FEASIBLE FOR THE INDIVIDUAL DEAF-BLIND PERSON. THE DEAF-BLIND PERSON'S INDIVIDUAL PREFERENCES AND CAPABILITIES SHOULD BE A PRIMARY FACTOR IN DETERMINING THE MOST APPROPRIATE PLACEMENT.

ARTICLE 9: OPPORTUNITIES FOR RECREATION AND SOCIAL INTERACTION ARE AS IMPORTANT AND ENJOYABLE TO A DEAF-BLIND PERSON AS TO ANY MEMBER OF THE COMMUNITY. BECAUSE DEAF-BLIND PEOPLE THEMSELVES ARE OFTEN UNABLE TO REACH OUT FOR THESE OPPORTUNITIES, SOCIETY HAS THE OBLIGATION TO BRING THEM TO THE DEAF-BLIND PERSON. SOCIAL INTERACTION WITH

ONE'S PEERS CAN HAVE A VERY SIGNIFICANT INFLUENCE ON A DEAF-BLIND PERSON'S ADJUSTMENT TO AND ACCEPTANCE OF THE DUAL DISABILITY, THEREBY PROMOTING A POSITIVE PERSONAL DEVELOPMENT.

ARTICLE 10: PUBLIC AWARENESS OF THE NEEDS, ABILITIES, AND ACHIEVEMENTS OF DEAF-BLIND PEOPLE IS OF PRIME IMPORTANCE IN SECURING GOVERNMENTAL AND COMMUNITY ASSISTANCE TO DEVELOP AND MAINTAIN SERVICES NEEDED BY DEAF-BLIND PEOPLE. AS A TOOL IN PROMOTING THIS AWARENESS, AND AS A SYMBOLIC REMINDER OF THE ACHIEVEMENTS OF THE MOST FAMOUS DEAF-BLIND PERSON IN HISTORY, IT IS SUGGESTED THAT THE WEEK OF HELEN KELLER'S BIRTHDAY, JUNE 27, BE DECLARED HELEN KELLER DEAF-BLIND AWARENESS WEEK THROUGHOUT THE WORLD.



## IN PARTNERSHIP WITH THE COMMUNITY

BY BARBARA HAUSMAN, DIRECTOR OF PUBLIC  
RELATIONS, HKNC

FINDING AN APPROPRIATE JOB, WORRYING ABOUT LAYOFFS, RECEIVING FAIR AND EQUITABLE COMPENSATION - THESE ARE MAJOR CONCERNS FOR ALL ADULTS. HISTORICALLY, HOWEVER, VOCATIONAL OPTIONS FOR INDIVIDUALS WITH PROFOUND AND/OR MULTIPLE DISABILITIES, AND PARTICULARLY THOSE WHO ARE DEAF-BLIND, HAVE BEEN LIMITED TO A NARROWLY DEFINED CONTINUUM THAT INCLUDES WORK ACTIVITY CENTERS, SHELTERED WORKSHOPS, AND LESS FREQUENTLY, COMPETITIVE EMPLOYMENT. THE PROVISION OF EMPLOYMENT SERVICES THAT ENABLES INDIVIDUALS WHO ARE VISUALLY AND HEARING IMPAIRED, OR DEAF-BLIND, TO

EXPERIENCE SUCCESS IN THE COMMUNITY AND IN THE JOB MARKET HAS BEEN A CHALLENGE. NO OTHER POPULATION FACES A GREATER LIKELIHOOD OF EXCLUSION FROM THE WORK FORCE, AND TODAY THESE INDIVIDUALS REMAIN AT EXTREME RISK FOR CHRONIC UNEMPLOYMENT.

AT THE HELEN KELLER NATIONAL CENTER (HKNC), CLIENTS RECEIVE SHORT-TERM COMPREHENSIVE REHABILITATION TRAINING. THE PROGRAM FOCUS IS THE PROVISION OF PERSONAL ADJUSTMENT TRAINING IN COMMUNICATION SKILLS, ORIENTATION AND MOBILITY, PERSONAL HYGIENE AND SKILLS OF DAILY LIVING, HOME MANAGEMENT, AND OTHER AREAS RELATED TO INCREASING THE CAPACITY OF THE INDIVIDUAL TO PARTICIPATE MORE FULLY IN HIS OR HER HOME COMMUNITY. IN ADDITION TO DEAF-BLINDNESS, MANY CLIENTS HAVE OTHER



DISABILITIES INCLUDING MENTAL RETARDATION, ORTHOPEDIC AND CARDIAC PROBLEMS, AND DIABETES.

THROUGH A SPECIALIZED APPROACH TO JOB TRAINING AND PLACEMENT, HKNC IS DEMONSTRATING THAT INDIVIDUALS WHO ARE DEAF-BLIND, WITH LITTLE OR NO EMPLOYMENT HISTORY, CAN JOIN THE WORK FORCE USING AN ADAPTED MODEL OF SUPPORTED EMPLOYMENT THAT STRESSES THE NEED FOR TEMPORARY, INTENSIVE AND/OR ONGOING SUPPORTS SUCH AS A JOB COACH, INTERPRETER, OR OTHER SUPPORT SYSTEM. ACKNOWLEDGING THIS POPULATION'S SPECIAL NEEDS, HKNC HAS DEVELOPED A COMMUNITY BASED WORK EXPERIENCE PROGRAM (WEP). HERE CLIENTS ARE EXPOSED TO A VARIETY OF REALISTIC WORK SETTINGS IN LOCAL COMMUNITIES. SOME CLIENTS HAVE HAD LITTLE

OR NO JOB EXPERIENCE. OTHERS, WHO ALREADY UNDERSTAND THE SUBTLETIES AND EXPECTATIONS OF THE WORKPLACE, NEED TO EXPLORE NEW OPPORTUNITIES, DEVELOP NEW SKILLS, OR LEARN TO DEAL WITH THE ADJUSTMENT OF HEARING AND/OR VISUAL DETERIORATION OR LOSS.

TYPICALLY, WEP COORDINATOR, DEBORAH HARLIN, MEETS WITH THE INDIVIDUAL TO CONSIDER VOCATIONAL GOALS. A SITUATIONAL ASSESSMENT MAY BE MADE IN A WORK EXPERIENCE ON-CAMPUS - IN BOOKKEEPING, FOOD SERVICE, BRAILLE PROOFREADING, OR TEACHER'S AIDE, TO NAME A FEW. THE CLIENT'S ABILITIES, APTITUDES, AND PERSONAL PREFERENCES ARE ESSENTIAL. ARMED WITH THESE FACTS AND COGNIZANT OF THE JOB MARKET OUTLOOK, THE COORDINATOR MATCHES CLIENT WITH JOB. THE COMMUNITY "WORK PROVIDERS" ARE TYPICAL OF



**MOST EMPLOYERS: THEY HAVE NO SPECIAL COMMUNICATION SKILLS, THEY HAVE NEVER HIRED AN EMPLOYEE WHO IS DEAF-BLIND, AND THEY ARE OFTEN RESISTANT, BUT THE JOBS ARE AVERAGE POSITIONS THAT ANYONE COULD PERFORM.**

**EACH MATCH IS UNIQUE. SO IS THE PREPARATORY WORK AND THE STRATEGIES FOR SUPPORT SYSTEMS REQUIRED. USUALLY THE COORDINATOR SURVEYS SITES LOOKING FOR CHALLENGING JOBS, ALWAYS NETWORKING AND USING CONTACTS WHERE POSSIBLE. THE FOLLOWING CASE EXAMPLES ILLUSTRATE HKNC'S WORK EXPERIENCE PROGRAM:**

**CARMEN RIOS IS DEAF AND VISUALLY IMPAIRED. SHE HAS GOOD WRITING SKILLS AND A KNOWLEDGE OF ENGLISH. THE LONG ISLAND, NY, DISTRICT SOCIAL SECURITY OFFICE NEEDED ASSISTANCE IN PROCESSING SOME 3,000 MONTHLY**



APPLICATIONS. AFTER A SITE VISIT TO DETERMINE IF THE PHYSICAL WORKING ENVIRONMENT WAS SUITABLE, THE WEP COORDINATOR MET WITH THE KEY PEOPLE WHO WOULD INTERFACE WITH RIOS. THEN THEY MET WITH RIOS AND AN INTERPRETER. A SOCIAL SECURITY EMPLOYEE, WHO LATER ASSIGNED AND VERIFIED RIOS'S WORK, FIRST TAUGHT THE INTERPRETER THE TASKS.



Client Carmen Rios, who is deaf and visually impaired, is pictured at her community work experience site at the L.I. district Social Security Office.



ACTING AS JOB COACH, THE INTERPRETER INSTRUCTED RIOS IN FOUR SPECIFIC TASKS INVOLVED IN ALPHABETIZING APPLICATIONS BY DATE AND RETURNING THEM TO HER COWORKER. SIMPLE ADJUSTMENTS WERE MADE TO ACCOMMODATE GLARE FROM LARGE EXTERIOR WINDOWS. MOBILITY TRAINING FOCUSED ON ROUTES TO HER SITE IN THE BUILDING, RESTROOMS, AND LUNCH ROOM. ASSERTIVENESS TRAINING ENCOURAGED RIOS TO COMMUNICATE HER NEEDS TO OTHERS. AFTER FIVE ON-SITE SESSIONS AT THE OFFICE, RIOS WAS ABLE TO NEGOTIATE ON HER OWN. HKNC PROVIDES TRANSPORTATION. ACCORDING TO DISTRICT MANAGER ANITA JANKOWSKI, "CARMEN IS TERRIFIC. SHE HAS A POSITIVE ATTITUDE TOWARD HER WORK AND WORKS VERY HARD. SHE HAS DEFINITELY BEEN AN ASSET TO US."

WORKING IN THE CAFETERIA AT NEARBY ST.

FRANCIS HOSPITAL, LEONARD FERGUSON'S JOB COACH WAS AN INSTRUCTOR FROM HKNC'S COMMUNICATIONS DEPARTMENT. FERGUSON NEEDED TO LEARN JOB RELATED VOCABULARY IN WRITTEN AND SIGN LANGUAGE MODES. HE COULDN'T READ THE LUNCH MENU, AND WAS UNABLE TO ORDER FOR HIMSELF. HIS TIME SKILLS NEEDED SHARPENING TO ENABLE HIM TO IDENTIFY "BREAK TIME." A CENTER MOBILITY SPECIALIST REINFORCED FERGUSON'S INDOOR CANE SKILLS IN THE CONGESTED CAFETERIA.

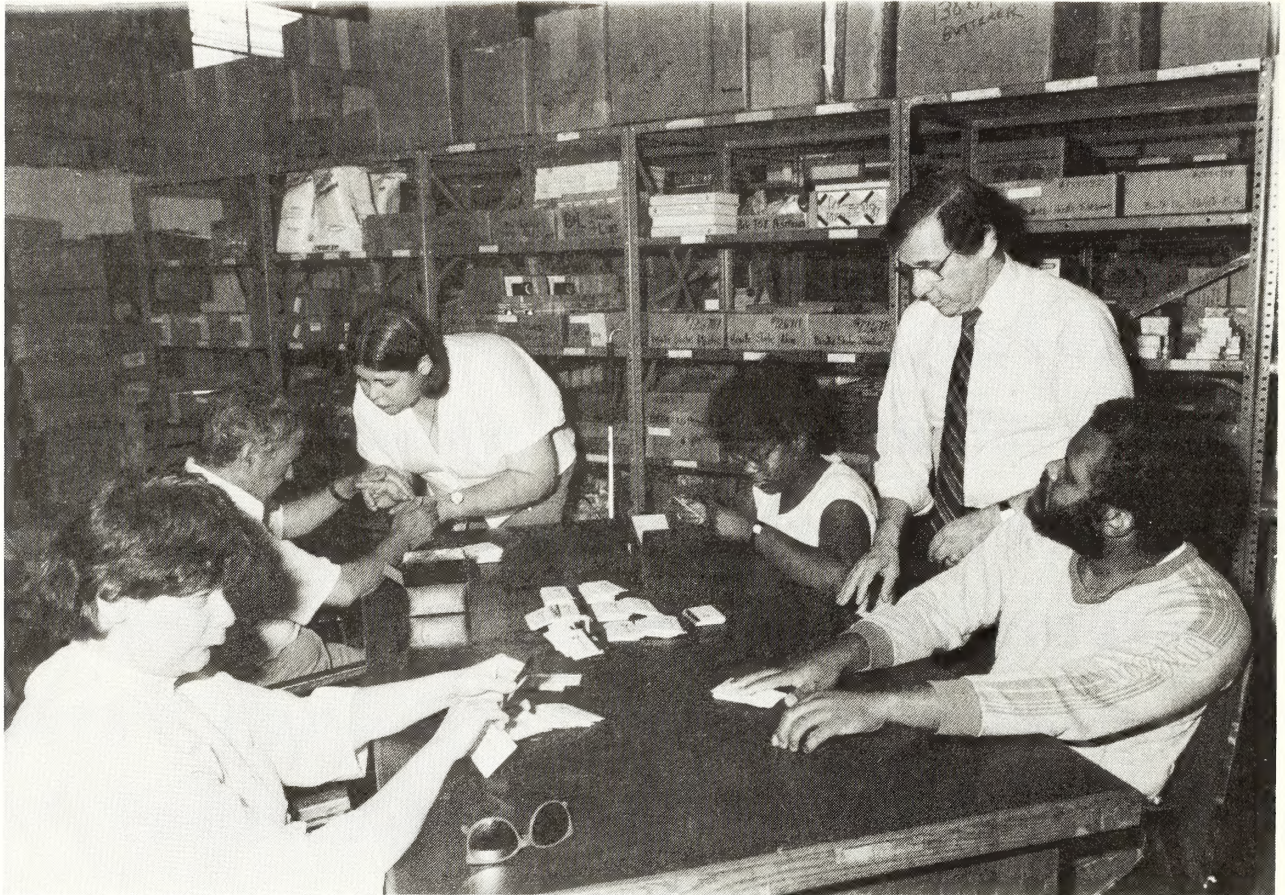
AT SCHUCO, A MANUFACTURER OF HOME HEALTH CARE AND MEDICAL PRODUCTS LOCATED IN CARLE PLACE, NY, TWO HKNC CLIENTS, WHO HAVE SOME USABLE VISION AND ARE DEAF, ARE PERFORMING FOUR TO FIVE DIFFERENT TASKS. WAREHOUSE PRODUCTION SUPERVISOR, JOE NEWMAN, USES SIMPLE GESTURES TO COMMUNICATE WITH HIS



WORKERS AND IS BEGINNING TO LEARN BASIC "SIGNS." HE AND THE HKNC JOB COACH MONITOR THE CLIENTS' PRODUCTION LEVEL AND "QUALITY REVIEW."

AN "ENCLAVE" IS ANOTHER ALTERNATIVE APPROACH TO THE SUPPORTED EMPLOYMENT MODEL. FOUR HKNC CLIENTS ARE WORKING AT INDEPENDENT LIVING AIDS, INC. IN PLAINVIEW, NY, WHERE THEY LABEL BROCHURES, STUFF ENVELOPES, COLLATE, AND STAPLE PAPERS. A WEP INTERN AND RESIDENCE AIDE SERVE AS JOB COACHES DURING THIS TWO-DAY PER WEEK EXPERIENCE. SUPPORTS INCLUDED MOBILITY TRAINING FOR ROUTES FROM THEIR WORKTABLE TO RESTROOMS AND BREAK ROOM. PROMPTING, TO KEEP CLIENTS ON THEIR TASKS, IS ONGOING. AN HKNC VAN TRANSPORTS THEM ABOUT 45 MINUTES EACH WAY.





WEP intern, Ro Ricci, uses tactual sign language to communicate with one of the four HKNC clients at their warehouse site. Marvin Sandler, (standing right) president, Independent Living Aids, who is the work experience provider, looks on.

**REFLECTING ON THE EFFECTIVENESS OF THE WEP, DENNIS BRADY, HKNC ASSISTANT DIRECTOR, NOTES THAT "THE COOPERATION OF OUR LOCAL BUSINESS COMMUNITY IS THE KEY TO A SUCCESSFUL PROGRAM, AND IT HAS TRULY BEEN A UNIQUE PARTNERSHIP BETWEEN THE PRIVATE**



SECTOR AND THE HELEN KELLER NATIONAL CENTER. THESE 'REAL LIFE' WORK EXPERIENCES, ALONG WITH LETTERS OF RECOMMENDATION FROM EMPLOYERS AND VIDEO TAPES OF CLIENTS ON THE JOB, HAVE DEFINITELY ENHANCED THEIR EMPLOYABILITY WHEN THEY RETURN TO THEIR HOME COMMUNITIES."

TODAY, PERSONS WHO ARE DEAF-BLIND ARE WORKING IN A VARIETY OF JOBS AND SETTINGS- AS DATA ENTRY CLERKS, BAKERS, TEACHERS, ASSEMBLY WORKERS, MAINTENANCE AND HOSPITAL WORKERS, AND COMPUTER PROGRAMMERS. "THE ULTIMATE EVALUATION OF EVERYTHING WE DO AND PROVIDE AT HKNC IS WHAT HAPPENS TO OUR CLIENTS ONCE THEY RETURN HOME," SAYS HKNC DIRECTOR, STEPHEN BARRETT. "A GAINFULLY EMPLOYED WORKER WHO CAN LIVE SUCCESSFULLY

IN THE COMMUNITY WITH A SENSE OF DIGNITY AND SELF-WORTH - THAT'S EVERYONE'S GOAL."

### DOGS TRAINED TO HEAR FOR DEAF MASTERS

BY CHUCK CAMPBELL (REPRINTED WITH PERMISSION FROM THE DAYTONA BEACH NEWS JOURNAL, DAYTONA BEACH, FL)

RICHARD LESHER CAN SLEEP EASIER AT NIGHT. THE 40-YEAR-OLD DAYTONA BEACH COMMUNITY COLLEGE INSTRUCTOR, WHO IS LEGALLY BLIND AND DEAF, USED TO WORRY ABOUT FIRE AND PROWLERS. BUT NOW HE HAS ANN TO HELP HIM ERASE THOSE FEARS. ANN, IN TURN, CAN BE THANKFUL LESHER NEEDED HER. OTHERWISE, SHE MAY HAVE BEEN PUT TO SLEEP.

ANN IS A MEDIUM SIZED MIXED BREED DOG THAT HAS BEEN TRAINED TO HEAR SOUNDS FOR LESHER, KEEPING HIM AWARE OF THE WORLD



AROUND HIM. ANN WAS TRAINED AT INTERNATIONAL HEARING DOG, INC. (IHD) IN HENDERSON, CO., BY PARTNERS IN THAT NONPROFIT ORGANIZATION, MARTHA FOSS AND AGNES McGRATH. THE LIONESSE CLUB OF DAYTONA BEACH SPONSORED LESHER'S DOG. IHD SELECTS ALL TYPES OF DOGS FROM ANIMAL SHELTERS, WHICH SAVES THE ANIMALS' LIVES AND, AT THE SAME TIME, IS AN INEXPENSIVE WAY TO ACQUIRE THE CANINES.

"IT REALLY DOESN'T MATTER WHAT SIZE THEY ARE," SAID MRS. FOSS RECENTLY WHEN SHE WAS IN THE GREATER DAYTONA BEACH AREA TO DELIVER ANN TO LESHER. SHE SAID THAT IHD HAS ATTEMPTED TO TRAIN DOGS RANGING FROM CHIHUAHUA TO SAINT BERNARD SIZE. THE DOGS ARE TAUGHT TO LET THEIR HEARING IMPAIRED OWNERS KNOW WHERE NOISES ARE COMING FROM.

THEY ARE TRAINED TO NOTICE SOUNDS COMING FROM DOORBELLS, CRYING BABIES, ALARM CLOCKS, TELEPHONES, ETC. WHEN A TRAINED DOG DETECTS SUCH NOISES, IT WILL ALERT ITS OWNER AND GUIDE HIM TO THE SOURCE. FOR EXAMPLE, IF ANN HEARS SOMEONE KNOCKING AT THE DOOR, SHE WILL TOUCH LESHER SOFTLY AND LEAD HIM TO IT. THE DOGS ARE ALSO TRAINED TO ALERT OWNERS TO TWO OTHER CRUCIAL SOUNDS: A FIRE/SMOKE ALARM AND A PROWLER'S NOISES. IF THE OWNER IS ASLEEP, THE DOGS ARE TAUGHT TO JUMP ON THEM UNTIL THEY ARE AWAKENED.

ANN WAS SPECIFICALLY SELECTED FOR LESHER BECAUSE OF HER GENTLE PERSONALITY WHICH IS ADAPTABLE TO HIS VISUAL IMPAIRMENT. MRS. FOSS' DEMONSTRATION DOG - "DENVER DOG" - IS MUCH MORE PHYSICAL. MRS. FOSS SAID IT



TAKES AN AVERAGE OF THREE MONTHS TO TRAIN A DOG FOR THE HEARING IMPAIRED. FOR MULTIPLY IMPAIRED PEOPLE SUCH AS LESHER, IT TAKES LONGER. THE DOGS MUST MEET CERTAIN CRITERIA BEFORE THEY ARE SELECTED FOR THE PROGRAM. "THEY MUST BE OUTGOING, HEALTHY AND 'PEOPLE DOGS,' MEANING THEY MUST LIKE PEOPLE MORE THAN OTHER DOGS," MRS. FOSS SAID. IHD HAS 24 DOGS IN ITS KENNEL AT ALL TIMES.

IN 1975, MRS. MCGRATH GOT THE IDEA OF TRAINING DOGS FOR THE HEARING IMPAIRED. SHE WAS JOINED IN HER EFFORTS BY MRS. FOSS IN 1976, AND IHD WAS FOUNDED. "WE HAD TO BUILD FROM THE GROUND UP," MRS. FOSS SAID, NOTING THEY LEARNED A GREAT DEAL ABOUT THE DOGS' AND THEIR OWN LIMITATIONS IN THE PROCESS.

IHD IS THE OLDEST AND LARGEST ORGANIZATION OF ITS KIND, ALTHOUGH ABOUT 29 OTHER GROUPS HAVE FOLLOWED SUIT ACROSS THE COUNTRY, SAID MRS. FOSS. IT COSTS APPROXIMATELY \$2,800 TO TRAIN EACH DOG, AND THE COSTS ARE OFTEN ABSORBED BY GROUPS LIKE THE LIONESSE CLUB AND OTHER ORGANIZATIONS. LIONS CLUBS ARE THE BIGGEST SUPPORTERS, MRS. FOSS SAID, AND FLORIDA IS ONE OF THE BEST STATES AT BRINGING IN THE DOGS. IN FACT, IN ADDITION TO BRINGING ANN TO LESHER, MRS. FOSS WAS ALSO IN THE AREA TO CHECK ON ANOTHER POSSIBLE RECIPIENT IN NEW SMYRNA BEACH.

IN 1979, LESHER'S MOTHER, WANDA MILLER, READ ABOUT IHD AND WROTE THEM TO INQUIRE ABOUT THE POSSIBILITY OF HER SON GETTING A DOG. MRS. FOSS EXPLAINED THAT THE LONG



DELAY WAS PARTLY DUE TO THE FACT THAT A DOG HAD TO BE TRAINED TO ADAPT TO LESHER'S POOR SIGHT IN ADDITION TO HIS DEAFNESS, AND IHD WAS NOT TRAINING DOGS FOR ANYTHING EXCEPT HEARING FOR THE FIRST FEW YEARS. WHEN IHD DID BEGIN TRAINING FOR MULTIPLE HANDICAPS, THE WHEELS WERE SET IN MOTION. AT FIRST, THEY HAD TO DETERMINE THAT LESHER'S SIGHT WAS AT LEAST GOOD ENOUGH FOR HIM TO TAKE CARE OF A DOG. HE ALSO HAD TO JUSTIFY HIS NEED OF A DOG FOR HIS HEARING IMPAIRMENT. THEN THE SPECIAL TRAINING BEGAN AND, ALTHOUGH LESHER HAS ANN NOW, IT STILL MUST BE DETERMINED IF THE RELATIONSHIP WILL WORK. LESHER HAS TO WORK WITH HER EVERY DAY, AND AFTER A TRIAL PERIOD, IHD WILL DECIDE IF ANN CAN BE CERTIFIED AS A HEARING TRAINED DOG. THAT WILL ALLOW HER TO WEAR A

BRIGHT ORANGE LEASH AND COLLAR. SO FAR, SO GOOD.

SPEAKING THROUGH A SIGN LANGUAGE INTERPRETER AND FAMILY FRIEND, SYLVIA BARTHOLOMEW, LESHER SAID HE IS VERY EXCITED ABOUT ANN. "I WAITED FOR FIVE YEARS, AND NOW I'VE GOT MY DOG. I CAN'T TELL YOU HOW HAPPY I AM. I ALWAYS WORRIED ABOUT FIRE AT NIGHT," HE SAID, SO HE HAD TROUBLE SLEEPING. BUT ANN HAS CHANGED THAT. MRS. BARTHOLOMEW SAID THAT ON A MORNING SOON AFTER LESHER GOT THE DOG, SHE STOPPED BY BUT HE WAS STILL ASLEEP. INSTEAD OF USELESSLY KNOCKING ON THE DOOR ALL MORNING, ANN CAME TO THE RESCUE. THE DOG WOKE LESHER UP AND TOOK HIM TO THE DOOR, JUST AS SHE WAS TRAINED. "RICHARD WAS BEAMING WHEN HE CAME OUT," MRS. BARTHOLOMEW SAID.



MRS. FOSS POINTED OUT SEVERAL CONSIDERATIONS A POTENTIAL HEARING DOG OWNER SHOULD NOTE: THE DOG MUST BE CONSTANTLY TRAINED, AND AS SUCH MUST BE TREATED AS A WORKING DOG, NOT A PET. NO OTHER DOG CAN BE IN THE SAME HOUSEHOLD WITH A HEARING DOG. CATS, HOWEVER, ARE ACCEPTABLE. ONLY ONE HEARING DOG CAN BE IN EACH HOUSEHOLD, REGARDLESS OF THE NUMBER OF HEARING IMPAIRED INDIVIDUALS IN THE FAMILY. PEOPLE WITH NORMAL HEARING MUST BE DISCOURAGED FROM DOING THE DOG'S WORK. OTHERWISE, THE DOG WILL BECOME LAZY AND LESS INCLINED TO DO HIS JOB. IF THE HEARING IMPAIRED PERSON ALREADY HAS A DOG AS A PET, IT CANNOT BE TRAINED TO WORK. IHD SELECTS THE DOGS TO BE TRAINED.

MRS. FOSS HAD ONE PLEA ON BEHALF OF HER

**GROUNDBREAKING ORGANIZATION: "WE NEED MONEY - DONATIONS ARE TAX EXEMPT."**

**TO SEND DONATIONS OR TO INQUIRE FOR AN APPLICATION TO RECEIVE A HEARING DOG, WRITE TO: INTERNATIONAL HEARING DOG, INC., 5901 E. 89TH AVENUE, HENDERSON, COLO. 80640. PHONE: (303) 287-3277.**

### **VIEWPOINT ON DEAF-BLINDNESS**

**IN DECEMBER, 1988, THREE DEAF-BLIND INDIVIDUALS PARTICIPATED AS MEMBERS OF A PANEL IN SEATTLE, WA. THEY DISCUSSED THE IMPACT OF THE LOSS OF VISION ON THEIR ADULT LIVES. TWO OF THE PARTICIPANTS HAVE USHER'S SYNDROME; THE THIRD HAS PROGRESSIVE NERVE DEAFNESS DUE TO TRAUMA AND RETINITIS PIGMENTOSA (RP). THE FOLLOWING STATEMENTS PROVIDE A CANDID, REVEALING SUMMARY OF THE**



INNER FEELINGS AND REACTIONS OF PEOPLE WHO  
ARE LOSING BOTH SIGHT AND HEARING.

.....

DON MEYER: THE CHANGES AND THE  
ACCEPTANCE OF DEAF-BLINDNESS IS HARD, AND  
SOMETIMES I WONDER IF IT WILL EVER END.  
WITH RETINITIS PIGMENTOSA, AS SOON AS YOU  
THINK YOU HAVE ADJUSTED TO WHAT YOU ARE,  
YOU GO THROUGH ANOTHER CHANGE. YOUR EYES  
GET WORSE AGAIN. EACH TIME THERE'S MORE  
STRESS AND LEARNING. LOOKING BACK, I FIND  
A LOT OF PLACES WHERE MY "BLINDNESS"  
BOTHERED ME. BUT I DIDN'T UNDERSTAND IT  
THEN, BECAUSE I DIDN'T KNOW I HAD A PROBLEM  
WITH MY EYES. I CALL DEAF-BLINDNESS A  
DEATH AND A BIRTH BECAUSE OLD WAYS OF  
DOING (LIVING) HAVE TO DIE, AND A NEW WAY  
OF DOING THINGS HAS TO BE BORN. THE

FRUSTRATION IS TREMENDOUS. NOW I ONLY HAVE A 1 TO 2 DEGREE FIELD OF VISION. I HAVE TO LEARN NEW WAYS OF COMMUNICATION AND MOBILITY. IT'S A HARD TRICK LEARNING NEW SKILLS. I'M SCARED TO DEATH OF THE FUTURE BECAUSE I HAVE NEVER IN MY LIFE BEEN ABLE TO GET ENOUGH INFORMATION AND LEARNING TO SATISFY ME. BUT NOW I AM GETTING LESS AND LESS INFORMATION. INFORMATION IS POWER. POWER IS CONTROL. I'M LOSING POWER, SO I'M LOSING CONTROL. I HAVE A LOT OF FEAR OF THE FUTURE, THOUGH I KNOW SOMEHOW I'LL PULL THROUGH. SO IT IS A LOT OF ADJUSTMENT. IT TAKES TIME AND FRIENDS WHO ARE WILLING TO STAY BY YOU WHEN THE TIMES GET ROUGH.

JANIE NEAL: BEFORE I TALK ABOUT THE DIFFERENT STAGES I WENT THROUGH WHILE I WAS



GROWING UP, THERE IS ONE THING THAT ALWAYS STAYS THE SAME - A FEELING OF PRESSURE. WHEN I WAS 24, I STARTED TO FEEL THAT I NEEDED TO CRY ABOUT THINGS BUT I WOULD ALWAYS REPRESS THIS FEELING. I OFTEN HAD DISAGREEMENTS WITH MY PARENTS. LAST SUMMER MY PARENTS CAME TO SEATTLE AND HAD AN OPPORTUNITY TO SEE THE DEAF-BLIND COMMUNITY, AND I HAD AN OPPORTUNITY TO TALK TO THEM ABOUT MY VISION PROBLEMS. THAT'S WHEN THEY FINALLY GOT A CHANCE TO UNDERSTAND AND ACCEPT MY VISION PROBLEMS. BEFORE MY FEELINGS WENT UP AND DOWN A LOT. THE DIFFERENCE NOW IS THAT I DON'T SUPPRESS MY FEELINGS. IF I'M UPSET, OR SAD, OR HAPPY, THOSE ARE ALL IMPORTANT FEELINGS AND IT IS IMPORTANT TO FEEL THEM. I AM FEARFUL ABOUT THE FUTURE. SOMETIMES WHEN I THINK

ABOUT BEING DEAF AND LOSING MY VISION, IT'S JUST TOO MUCH. GROWING UP I WAS A DEAF PERSON; I WAS VERY INVOLVED WITH THE DEAF COMMUNITY. HERE IN SEATTLE THERE IS A DEAF-BLIND COMMUNITY AND THAT IS VERY WONDERFUL, BUT THERE IS STILL SOMETHING I AM LOSING. I FEEL THE LOSS OF THE DEAF COMMUNITY, AND IT IS SOMETHING I AM GRIEVING ABOUT.

DAN MANSFIELD: IT'S NOT EASY TO TALK ABOUT YEARS OF FEELINGS IN A FEW MINUTES! FOR DEAF-BLIND PEOPLE IT IS A CONSTANT ADJUSTMENT. IT NEVER STOPS. WITH RP YOU'LL OFTEN LOSE SOME VISION, THEN IT WILL STABILIZE. THEN YOU BEGIN TO ADJUST TO THE LOSS OF VISION, AND IT BEGINS TO DETERIORATE MORE SO YOU HAVE TO ADJUST ALL OVER AGAIN. FOR MYSELF, MY VISION HAS



BEEN GETTING WORSE AND WORSE. THERE ARE PROBABLY ONLY A FEW YEARS LEFT BEFORE I WILL BE TOTALLY BLIND. TO BE HONEST, IT IS VERY SCARY. SOMETIMES IT'S HARD NOT TO DWELL ON IT. RIGHT OR WRONG, THAT'S THE WAY I DEAL WITH IT. MY FEELINGS DON'T ALWAYS STAY THE SAME. SOMETIMES I AVOID PEOPLE WHO DON'T FEEL GOOD ABOUT THEMSELVES, OR ABOUT MY BLINDNESS. I AM MORE INTERESTED IN BEING AROUND PEOPLE WHO HAVE A GOOD ATTITUDE AND ARE ENJOYING THEIR LIFE. THAT HELPS ME TO KEEP A POSITIVE ATTITUDE ABOUT MYSELF AND MY LIFE. IF I AM AROUND PEOPLE WHO HAVE SOME SAD STORY GOING, THAT BRINGS UP THE NEGATIVE FEELINGS IN ME. SO IT IS JUST A PROCESS OF LEARNING HOW TO ADJUST TO THIS CONSTANTLY. THE SUPPORT OF FAMILY AND FRIENDS HELPS.

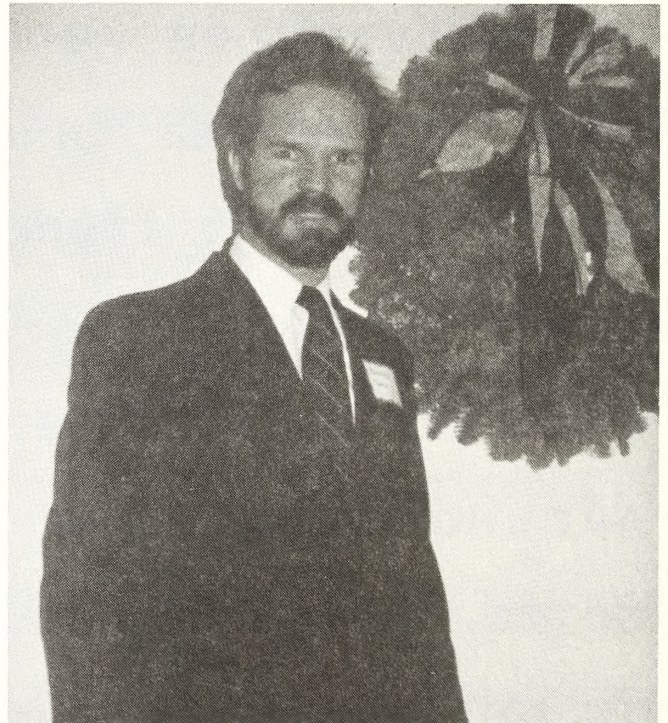


(EDITOR'S NOTE: JANIE NEAL WAS FORMERLY A CLIENT AT THE HELEN KELLER NATIONAL CENTER).

"PATRICK CAVE BELIEVES IN THE FUTURE"

BY KIM SEVERSON AND MELISSA STEVENSON  
(REPRINTED WITH PERMISSION FROM THE MORNING  
NEWS TRIBUNE, TACOMA, WA)

PATRICK CAVE LIVES  
IN A WORLD WHERE  
SOUND HAS NO MEANING  
AND LIGHT IS A  
PRECIOUS THING. THE  
41-YEAR-OLD MAN WAS  
BORN DEAF. AS CAVE  
GREW UP IN WISCONSIN



AND MINNESOTA, HE BECAME A PART OF THE  
DEAF COMMUNITY. HE MADE HIS WAY THROUGH



LIFE USING SIGN LANGUAGE. HE WAS AN AVID SPORTS FAN AND A COMPETITIVE WATER-SKIER. THEN AT 23, HIS VISION BEGAN TO FAIL. "I WAS RIDING WITH SOME FRIENDS IN THEIR CARS AT NIGHT, AND IT WAS DARK AND RAINING. I NOTICED THAT I COULDN'T SEE VERY WELL. I WENT TO SEE MY EYE DOCTOR FOR GLASSES, AND HE SENT ME TO THE DEPARTMENT FOR SERVICES FOR THE BLIND," HE SAID, SPEAKING THROUGH A SIGN LANGUAGE INTERPRETER.

"WITHOUT EXPLAINING WHAT WAS HAPPENING TO ME, THEY GAVE ME A CANE AND A BOOK TO LEARN BRAILLE. I STILL DIDN'T KNOW WHAT WAS HAPPENING TO MY VISION. FINALLY, SOMEONE AT THE DEPARTMENT OF SERVICES FOR THE BLIND TOLD ME I HAD USHER'S SYNDROME." WITH LITTLE WARNING, CAVE WAS THRUST FROM THE COMMUNITY OF THE DEAF INTO AN ENTIRELY NEW

WORLD AND CULTURE - THAT OF DEAF-BLINDNESS.

A GOOD PERCENTAGE OF THE DEAF-BLIND PEOPLE IN THE UNITED STATES HAVE USHER'S SYNDROME. THE GENETIC DISEASE IMMEDIATELY TAKES A PERSON'S HEARING ABILITY AND THEN SLOWLY ROBS THEM OF SIGHT. ALTHOUGH SOME PEOPLE LOSE BOTH VISION AND SIGHT THROUGH ACCIDENTS, CAVE SAYS THAT FOR HIM, USHER'S SYNDROME IS A MORE DISTURBING WAY TO LOSE VISION. "IT'S A SLOW, AGONIZING PROCESS OF DAILY FEELING LIKE YOU ARE GOING BACKWARDS."

THE PROCESS HAS BEEN SLOW FOR CAVE. IT'S BEEN ALMOST 20 YEARS SINCE HIS SIGHT BEGAN TO GO. TODAY, HE DESCRIBES HIS FIELD OF VISION AS ROUGHLY A SMALL OVAL. HE HASN'T ENOUGH VISION TO READ LIPS, BUT CAN READ



SIGN LANGUAGE IF IT IS DONE WITHIN HIS FIELD OF VISION. WITH A NUMBER OF UNIQUE ADAPTATIONS OF TECHNOLOGY, HE CAN READ NEWSPAPERS, BOOKS AND A PARTICULAR FAVORITE, THE STOCK MARKET REPORT.

TO MAKE HIS WORLD MORE CLEAR TO A VISITOR AT HIS OFFICE AT THE DEAF-BLIND SERVICE CENTER IN SEATTLE, WA, CAVE SAYS TO IMAGINE WALKING THROUGH THE WORLD WHILE LOOKING THROUGH A VIDEO CAMERA. "IT'S SORT OF LIKE LOOKING THROUGH THAT CAMERA HOLE," HE SAID. "IF YOU HAD A CAMERA TO YOUR EYE AND TRIED TO WALK, YOU'D PROBABLY FALL."

PEOPLE WITH DEAF-BLINDNESS ARE A TIGHTKNIT GROUP. SEATTLE IS FAST BECOMING A MINOR MECCA FOR PEOPLE WHO ARE DEAF-BLIND BECAUSE THE ESTIMATED 150 PEOPLE WITH THE CONDITION WHO LIVE IN THE AREA

HAVE CREATED A SUPPORTIVE COMMUNITY.

MOST LIVE IN THE CAPITOL HILL AND NORTHGATE AREAS OF THE CITY. IN THE TACOMA AREA, THERE ARE FEWER THAN A DOZEN PEOPLE WITH DEAF-BLINDNESS. STATEWIDE, THERE ARE ABOUT 500 PEOPLE WHO ARE DEAF-BLIND.

"THERE SEEMS TO BE A BOOM RIGHT NOW OF DEAF-BLIND PEOPLE MOVING HERE. MOST OF IT IS WORD OF MOUTH. ONE OF THE REASONS IS THE SERVICES ARE REALLY GREAT HERE AND THERE ARE INTERPRETERS AND VOLUNTEERS AVAILABLE. IT IS SO GREAT TO HAVE A COMMUNITY AROUND YOU. THIS FEELS LIKE THE BEST PLACE TO BE," CAVE SAID.

IN THE FOUR YEARS CAVE HAS BEEN IN SEATTLE, HE HAS BECOME A LEADER IN THAT COMMUNITY, WORKING FIRST AS A CASE MANAGER AT THE DEAF-BLIND CENTER AND NOW AS A



COMMUNITY ADVOCATE AND EQUIPMENT SPECIALIST. HIS VAST KNOWLEDGE OF COMPUTERS AND HIS INGENIOUS ADAPTATIONS AND TECHNICAL WIZARDRY HAVE ALLOWED HIM TO DEVELOP METHODS FOR WINDSURFING, PLAYING THE STOCK MARKET AND USING SEVERAL UNIQUE COMPUTER PROGRAMS. ON A TABLE IS A SPECIAL WRISTBAND VIBRATOR THAT ALERTS CAVE TO TELEPHONE CALLS. EQUIPMENT THAT MAGNIFIES PRINT SEVERAL TIMES IS ON HIS DESK, AND A NEARBY COMPUTER IS PROGRAMMED WITH SOFTWARE THAT SIMILARLY BLOWS UP WRITTEN MATERIAL TO READABLE SIZE.

SEATTLE'S POPULARITY WITH THE DEAF-BLIND COMMUNITY COMES IN PART FROM THE AVAILABILITY OF SERVICES, SAID CAVE AND OTHERS AT THE CENTER. FOR EXAMPLE, METRO TRAINS ITS BUS DRIVERS TO RECOGNIZE SPECIAL

YELLOW CARDS WITH BLACK NUMBERS THAT ARE HELD BY PEOPLE WHO ARE DEAF-BLIND. THE NUMBERS LET BUS DRIVERS KNOW WHAT BUS THE PERSON WANTS AND THE COLOR SIGNIFIES THAT THE PERSON IS DEAF-BLIND. DRIVERS ARE ALSO TRAINED TO OFFER SPECIAL HELP.

THE 128 PEOPLE ON THE CASELOAD AT THE DEAF-BLIND SERVICE CENTER USE IT FOR REFERRALS, INFORMATION AND ADVOCACY. THERE ARE REGULAR CLASSES FOR DEAF-BLIND PEOPLE AT SEATTLE CENTRAL COMMUNITY COLLEGE TO HELP KEEP THEM INFORMED ABOUT ELECTIONS, NEWS AND TIPS FOR MAKING IT AROUND THE CITY.

PERHAPS MOST IMPORTANT IS THE CULTURAL ASPECTS OF THE DEAF-BLIND COMMUNITY IN SEATTLE, CAVE SAID. THERE ARE DANCES, PICNICS AND PARTIES, AND EVERYONE KNOWS



EVERYONE ELSE.

THIS PAST SUMMER, PEOPLE WHO WORKED AT THE CENTER WERE EXCITED ABOUT A WEEK-LONG DEAF-BLIND CAMP THAT BEGAN IN AUGUST NEAR BREMERTON. THE CAMP, SPONSORED BY THE LIGHTHOUSE FOR THE BLIND, DREW PEOPLE WITH DEAF-BLINDNESS FROM ALL ACROSS THE COUNTRY. "NO MATTER WHO YOU RAN INTO, YOU COULD COMMUNICATE," SAID SUE FARRELL, COORDINATOR OF SUPPORT SERVICES AT THE DEAF-BLIND SERVICE CENTER. "IT MIGHT BE THE ONE TIME THEY CAN BE TOTALLY RELAXED WITH COMMUNICATION."

(EDITOR'S NOTE: PATRICK CAVE WAS FORMERLY A CLIENT AT THE HELEN KELLER NATIONAL CENTER).

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HERE AND THERE

THE BRAILLE INSTITUTE OF AMERICA, 741 VERMONT AVENUE, LOS ANGELES, CA 90029, HAS ANNOUNCED THAT IT IS NOW ABLE TO ACCEPT 200 NEW SUBSCRIPTIONS TO ITS EXCELLENT BRAILLE MAGAZINE, THE BRAILLE MIRROR. THIS FREE BRAILLE MAGAZINE, PUBLISHED TEN TIMES A YEAR, IS FILLED WITH HUMOR, RECIPES, POETRY, AND INFORMATIVE ARTICLES ABOUT WORLD EVENTS, SCIENCE, ECONOMICS, CULTURE, MEDICINE, TRAVEL, PERSONALITIES AND OTHER INTERESTING SUBJECTS. MANY OF THE ARTICLES ARE REPRINTED FROM NEWSWEEK, TIME, PEOPLE AND OTHER POPULAR PUBLICATIONS. AVAILABLE ONLY IN BRAILLE, THE MAGAZINE IS DISTRIBUTED TO OVER 1000 READERS IN THE UNITED STATES.

ANYONE INTERESTED IN RECEIVING THE



**BRAILLE MIRROR SHOULD SEND A POSTCARD WITH NAME AND ADDRESS TO THE ABOVE ADDRESS, ATTENTION, MR. DOUGLAS MENVILLE, EDITOR, OR CALL (213) 663-1111.**

. . . . .

**SHAKE AWAKE, THE VIBRATING ALARM CLOCK, IS A NEW SMALL ALARM CLOCK THAT HOUSES A POWERFUL PULSATING VIBRATOR WITHIN ITS ATTRACTIVE DESIGN. PLACED UNDER A PILLOW OR INSIDE THE PILLOWCASE, IT WILL AWAKEN A SLEEPER AT THE PRESET ALARM TIME. SMALL AND COMPACT, IT REQUIRES NO LONG WIRES OR BULKY VIBRATOR AND CAN BE CARRIED IN A SUITCASE WITH EASE.**

**MANUFACTURED IN HONG KONG TO QUALITY STANDARDS, SHAKE AWAKE USES TWO BATTERY SOURCES FOR OPERATION AND RELIABILITY, 1 C CELL AND 2 AA BATTERIES. IT HAS AN**

ACCURATE QUARTZ MOVEMENT, LCD DISPLAY AND ILLUMINATION. THE COVER OF THE CLOCK FOLDS BACK SO THAT IT CAN BE USED DURING THE DAY, ON THE NIGHTSTAND OR AS A DESK CLOCK.

PRICED AT \$24.95, SHAKE AWAKE CAN BE ORDERED BY SENDING A CHECK, PLUS \$1.00 FOR POSTAGE AND HANDLING, TO SHAKE AWAKE, 9230 OLYMPIC BLVD., SUITE 202, BEVERLY HILLS, CA 90212.

(EDITOR'S NOTE: THIS PRODUCT MAY BE VERY USEFUL TO READERS WHO HAVE USABLE RESIDUAL VISION; BUT BECAUSE OF THE LIQUID CRYSTAL DISPLAY, IS NOT PRACTICAL FOR READERS WHO DEPEND ON TOUCH.)

. . . . .

LOC-DOTS ARE SMALL ROUND PLASTIC BRAILLE DOTS WHICH CAN BE USED TO MARK DIALS, TYPEWRITER KEYS, AND OTHER ITEMS. EACH



PACKAGE CONTAINS SIX DOTS. THE DOTS WILL ADHERE TO MOST SURFACES AND CAN BE EASILY FELT TACTUALLY.

PRICED AT \$1.50 PER PACKAGE, THEY CAN BE ORDERED FROM THE MASSACHUSETTS ASSOCIATION FOR THE BLIND, 200 IVY STREET, BROOKLINE, MA 02115.

. . . . .

THE LIGHTHOUSE FOR THE BLIND, INC., SEATTLE, WASHINGTON, SPONSORED ITS FIRST ANNUAL TRAINING PROGRAM FOR PROFESSIONAL WORKERS IN THE FIELD OF WORK WITH PEOPLE WHO ARE DEAF-BLIND IN JULY, 1989. THE PROGRAM CONSISTED OF TWO WEEKS OF IN-DEPTH, EXPERIENTIAL LEARNING WITH A VARIETY OF DEAF-BLIND TEACHERS, PANELISTS AND FACILITATORS. IT IS PLANNED TO OFFER THIS TRAINING ON AN ANNUAL BASIS EACH SUMMER.



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NAT-CENT NEWS

HELEN KELLER NATIONAL CENTER  
FOR DEAF-BLIND  
YOUTHS AND ADULTS  
111 Middle Neck Road  
Sands Point, NY 11050

Non-Profit Organization  
U.S. Postage  
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Permit 494

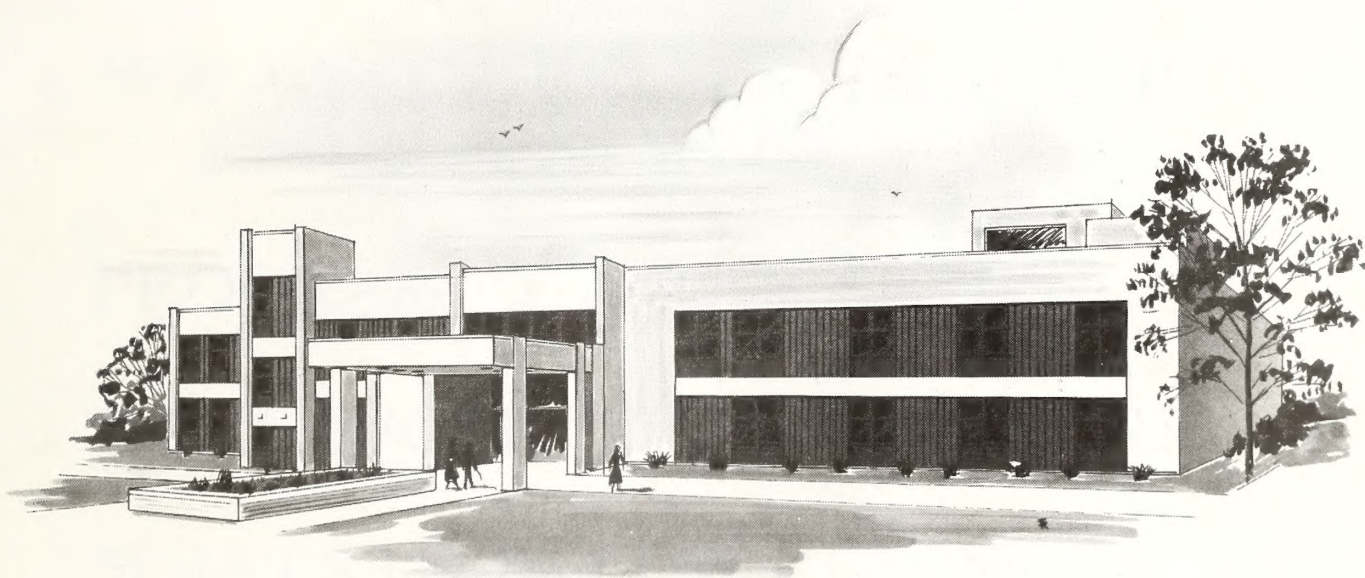
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PROG. DEVEL. DIV.  
A.F.B.  
15 W. 16TH ST.  
NEW YORK. NY 10011

ADDRESS CORRECTION REQUESTED





# *NAT-CENT NEWS*



Published 3 times a year by:

**Helen Keller National Center for Deaf-Blind Youths and Adults**

**111 Middle Neck Rd.**

**Sands Point, N.Y. 11050**

**Tel.: Area Code 516-944-8900**

**Operated by Helen Keller Services for the Blind**

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Vol. 20 No. 3  
May, 1990

The activities of the Helen Keller National Center for Deaf-Blind Youths and Adults reported herein were supported by funds from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. However, the opinions or policies expressed herein do not necessarily reflect those of the U.S. Department of Education.



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EDITORIAL  
PRINT-TO-BRAILLE: EXPENSIVE  
SOLUTIONS

By Robert J. Smithdas, LHD, Litt.D, LHD

For years now, blind and deaf-blind people have had the dream of being able to slide a printed page into a reading machine that will automatically and reliably reproduce the printed characters in braille. Back in the sixties, I read about a prototype machine being tested in West Germany by the well-known AEG Telefunken organization, and the description of the device was so promising that I immediately wrote for more information. In fact, I wrote several letters inquiring about its progress, only to learn that the project had been discontinued for lack of funding.

Since then, there have been several developments in the print-to-braille effort that have produced reading machines that actually perform - at a price. The latest and best of these devices are probably the Kurzweil



Reading Machine (KRM), and the newer, less expensive Arkenstone Reader.

Prices for setting up shop with either the KRM or the Arkenstone Reader are still beyond the reach of most deaf-blind people. The components for either setup could run to \$10,000.00. The KRM, with its console and tabletop scanner, requires a braille printer or a VersaBraille machine to translate print to braille; and the Arkenstone requires a computer, a scanner, special software, a braille translator, and a braille printer or VersaBraille. Additionally, one must be trained to use either device to obtain the best results.

Personally, I feel a twinge of jealousy every time I observe a sighted friend opening one of the letters I receive in my mail at home or at the office. In seconds a sighted reader can slit a letter open, scan the page and know the general contents of the missive. There have been times when I have had to wait two or three weeks before I could have a lengthy letter transcribed into braille by a



willing volunteer. No doubt my feeling of frustration is shared by many others, particularly when it involves private information such as personal letters, bank statements, bills of all kinds, and special offers.

Of course, there is the Optacon if you are given proper training and learn to use it effectively. But the Optacon is still an expensive device for most deaf-blind individuals, though it only costs half as much as the KRM or the Arkenstone.

In this present age of technology, solutions to the print-to-braille problem are still expensive and beyond the means of most individuals. It is true that prices are lower on many items than they were five years ago, and on some items there are special discounts, but they would still need to be subsidized so that the ordinary user could afford them. Hopefully, technology will find a way to overcome this problem in the near future.



## 1990 HELEN KELLER DEAF-BLIND AWARENESS WEEK

***At 21 Mary declared her independence...***



***At 61 she may lose it to vision and  
hearing impairment.***

And she's not alone. Millions of men and women over the age of 60 are disabled by vision and hearing loss. But it doesn't have to be that way.

At the Helen Keller National Center, we are dedicated to helping people overcome the problems of vision and hearing impairment. A phone call from you could help a person like Mary keep her independence. If you know someone who needs our help, please call us today.

**Helen Keller National Center** for Deaf-Blind Youths and Adults\*

. . . From HKNC's 1990 Poster

This year's national celebration of Helen Keller Deaf-Blind Awareness Week will occur during the week of June 24-30, 1990. Originally proclaimed by Congressional resolution and signed by President Reagan in 1984 and 1985, its theme this year will be



**THE CHALLENGE TO INDEPENDENCE: VISION AND HEARING LOSS AMONG OLDER ADULTS.** This event, featuring information about vision and hearing loss and/or deaf-blindness, occurs annually during the last week of June around the time of Helen Keller's birthday, June 27.

During 1990, HKNC and other agencies and organizations are promoting an awareness of and sensitivity to the needs of older adults who are experiencing serious vision and hearing loss and feeling a sense of confusion, insecurity and dependence.

As life expectancy in our society has increased, so has the number of people with a dual sensory loss, usually gradual, and often misunderstood or ignored by the older person. But with appropriate rehabilitation and training for independent living, a person **CAN** continue to maintain his/her independence.

"It is important for professionals, volunteers, family members and older people to be aware of the warning signs of vision and



hearing loss, to determine the extent of loss, how to prevent additional loss and where medical and rehabilitation assistance can be obtained," reports Martha Bagley, HKNC specialist in services for older adults who are deaf-blind. "If you know an older person who frequently asks you to repeat things and identify where things are, you probably know someone who is functionally deaf-blind. Fortunately, there are many ways to help."

Bagley points out that general behavioral changes may occur as a result of fear, confusion or embarrassment caused by reduced vision and hearing. Any overall behavioral change should be investigated. Sensory losses should always be conclusively ruled out before an impairment of the mind such as Alzheimer's disease or "senility" are assumed.

"At present, services for older people with both hearing and vision loss are inadequate in quality and accessibility," note Luey, Belser and Glass in their monograph, BEYOND REFUGE-COPING WITH LOSSES OF



VISION AND HEARING IN LATE LIFE, 1989. They conclude that direct efforts at program coordination, community education and advocacy need to be made. "Better communication between agencies serving single disabilities would facilitate a better referral process, and in-service training for people working with older adults might improve the level of service now available. Dissemination of information about available equipment would be very beneficial."

The first national conference highlighting this issue will be held November 1-3 in Dallas, TX. Spearheaded by HKNC and co-sponsored by prominent national and regional rehabilitation and aging organizations, the conference goals are to foster cooperative efforts and share expertise among people working in the fields of aging, blindness, deafness and deaf-blindness.

All citizens, civic groups, libraries, schools and organizations are encouraged to plan state and local activities during the week of June 24-30. A sample proclamation, public



service script, press release and 1990 poster are available from the Public Relations Department, HKNC, 111 Middle Neck Road, Sands Point, NY 11050, or call (516) 944-8900, Ext. 325 (TDD or voice). Contact Martha Bagley for further information about the November conference in Dallas, at (214) 490-9677 (TDD or voice).

### PROGRAM CHANGES AT HKNC

By Dennis Brady, Assistant Director, HKNC

Many deaf-blind individuals who come to the Helen Keller National Center for training are interested in job-related information. For some of these people it is the first time they are considering what kind of work they would like to do. For others, it means thinking about returning to work: Will I go back to my old job? Can I do my old job? What is out there for me?

These are not easy questions to answer, but they are important. To help answer them, the Center has developed the Vocational



Studies Program (VSP) which will offer clients a chance to find out more about working. Each client can meet with a staff person to design his/her specific program. This may include interest and aptitude tests, writing a resumé, reading about jobs and job opportunities, investigating job possibilities near home, applying to a training program, and much more. The Center's case managers, vocational evaluator, and volunteers will be available to meet with clients, and materials will be available in print, large print, braille and on computer to assist this process.

The goals of the Vocational Studies Program are: 1) To increase self-awareness of career interests; 2) To investigate various vocational avenues and possibilities; 3) To choose specific career directions; and 4) To develop knowledge and understanding of the world of work.

Another new development at the Center is the Self-Directed Studies lounge (SDS). Through the generosity of The Friends of Helen Keller, a group of community leaders



who serve as a support system for the Center, there is now a new room called the Self-Directed Studies lounge. Clients can use this room during their free time to do homework assignments, read, watch television or videotapes, play computer games, join a social activity, have a snack or just relax. There will always be at least one staff member present to help clients with activities.

In addition to learning new skills, the SDS lounge will encourage decision making skills, choosing leisure time activities, learning to operate equipment, taking part in work experiences and other meaningful activities. Clients will have access to a CCTV, computers, large print and braille materials, TV, VCR, decoders, books, magazines and games. The SDS lounge will replace the old library/lounge setup, and will provide clients with many more choices for better use of their free time. With help from staff, when necessary, clients can work in a group or individually on an activity of choice.



## SHE DEVOTES TIME TO OTHERS

By Marc Waldman (Reprinted with permission of THE CHRONICLE, Hofstra University, Hempstead, NY)

"Lean on me, when you're not strong and I'll be your friend to help you carry on." No words better describe Hofstra University staff member, Valerie Dwork, who is also on the Board of Trustees at the Helen Keller National Center (HKNC).

Dwork's role on the Board of Trustees is to provide a parental perspective on issues that the Board discusses. She became active at HKNC partially because her daughter, Christine, is deaf and visually impaired. Said Dwork, "I want to contribute to other people's lives and give them the same opportunities in their lives that my daughter was able to have." Her proudest accomplishment





is just now taking place in the formation of the HKNC National Parent Network. This network shares resources nationwide with families of children who are deaf and blind.

Currently Dwork and the group are trying to have the Americans with Disabilities Act passed through Congress. "We are trying to get this act passed in order to guarantee as normal a life as possible for people who are deaf and blind," commented Dwork. She also has been petitioning the New York State government for money. This money would be used in the area of community residences as well as vocational training and the establishment of vocational jobs for people who are deaf and blind.

After her daughter was born, Dwork felt devastated and had a tough time emotionally handling the situation. "I have grown tremendously through this time," Dwork said. She was able to meet parents who had children with similar disabilities and was able to discuss her problems with them. For years, Dwork has been an outspoken supporter of



the Long Island Task Force for Aging Out. This group involves parents of children with different disabilities. Dwork and the group try to acquire funds to help deaf-blind people find and attain vocational training after their funds are cut when they turn 21.

Another project that Dwork is involved with is trying to receive grants for the HKNC so they will be able to purchase apartments. These apartments would be used by clients while receiving vocational training at HKNC. During the past eight years, Dwork has worked as assistant to the University's financial aid director. She takes her work very seriously. "I deal with money - and money is just not funny," commented Dwork. "If a student gets a loan for the amount that they wanted, I've made them happy." As student loan office supervisor, she is in charge of distributing in excess of \$14 million in loans for prospective students. In addition to this, she is currently pursuing a bachelor's degree in psychology.

The goal that guides Dwork is "Quality of



life for every human being." According to Dwork, without a person having quality in their life, it is not worth living. Even though Dwork is active in proposed legislation for people who are deaf and blind, she does not consider herself to be a crusader. "I'm doing something that in the end will help me," she explained. "I'm doing this work to help my daughter. My work might be able to help me as well as others because a person never knows what will happen to them in the future."

### WHAT'S UP IN LOW VISION

By Alice Towne, Senior Instructor,  
Orientation & Mobility/Low Vision, HKNC

The primary goal of the Low Vision Department at the Helen Keller National Center is to clinically and functionally evaluate all clients (except those who are totally blind), and to develop training programs that will enable each person to use their residual vision to its maximum potential.



When a client enters the Center's rehabilitation program, he or she receives comprehensive vision evaluation and training services from a highly skilled team of professionals including an ophthalmologist, optometrist, and a low vision specialist. The low vision specialist reviews each client's communication method, abilities and special needs. The specialist must be very aware and sensitive to the responses of each individual client because there may be difficulty in getting an accurate assessment of visual functions from those with limited language understanding. The specialist uses whatever communication method or technique is appropriate in each case, and may use an interpreter if necessary so that the doctors are able to obtain the most accurate assessment possible. Because of the expertise and experience of the Center's staff, this may be the first time that a client receives an accurate acuity and visual field evaluation, one of the most important outcomes of the low vision service.



The purpose of the low vision service is to enable persons with hearing and visual impairments to use their functional residual vision most effectively. Initially, the low vision instructor reviews the case history of each client when he/she arrives at the Center, to determine how the client is presently using his/her vision, and if their viewing capacities could be improved by use of optical aids or non-optical aids. The client is then seen by the ophthalmologist for an ocular health examination and to determine if any medical treatment is required. Finally, each client is seen by the optometrist, who measures tear point, distance acuities, visual field losses and refractions for prescribing needed glasses.

In addition to clinical assessment, clients are observed during various programs and day-to-day activities to determine the functional use of their residual vision. The information obtained from the formal and informal evaluations are then used in planning and recommending an appropriate low vision program. A listing of the various



training programs include:

1. Orientation to the low vision clinic and its various testing devices, and initial training and practice in taking the acuity and visual field tests (this is especially important for individuals who are not familiar with visual exams, or for those whose language ability is limited and may need instruction so an accurate assessment can be obtained).

2. Training in the use of optical aids, which includes: a) prescription lenses, such as reading glasses, cataract spectacles, prisms; b) magnifiers, for reading and near work; c) telescopes for distance viewing; d) closed-circuit television and electronic magnification; e) absorptive lenses, for reduction of glare and to increase color contrasts.

3. Training in the use of non-optical aids, such as: a) low vision lamps; b) reading stands; c) bold line paper; d) filter overlays; e) typoscopes; f) writing guides; g) felt tip pens; h) sun visors.

Training in the above areas of skills and devices occurs in outdoor and indoor settings



in the classroom or informal environment, to ensure that the client properly uses the aid and applies correct techniques in everyday situations.

Acquiring a comprehensive, accurate clinical and functional assessment is one of the first and most important stages in rehabilitation of clients. It provides them with information they need to understand and come to terms about their visual condition so they can begin to plan appropriately for the future.

The service also provides clients with options - aids, devices and techniques - which can improve their visual functioning. Such improvements in visual functioning can impact positively on all aspects of a client's life, setting the stage for success in many situations. Through the services provided, many clients may be able to improve their viewing capabilities. Examples of this include reading newspapers or letters from home, using a CCTV, reading a price tag with a hand-held magnifier, viewing a sporting event



with a mounted telescope, or reading a fast-food restaurant menu with a monocular. Travelling may also become easier as a client learns to use appropriate scanning techniques. In general, they can improve their skills so that they can become more independent members of society.

### VIEWPOINT: DEAF-BLINDNESS AND THE LONG CANE

In the January issue of NAT-CENT NEWS we published an article describing the personal feelings and reactions of four deaf-blind individuals when they learned that blindness can be a reality, a way of life. Following are the comments of three panelists who discussed their attitudes to using a cane as a mobility aid at a conference in Seattle, Washington, in December 1988.

For years, the long cane has been accepted as the simplest and safest travel aid for blind and visually impaired people. But for those who do not need to use a cane, it



often represents being labelled as different from the norm of mainstream society. Realistically, the cane provides a measure of freedom and safety for disabled persons, and should be considered a symbol of independence.

\*\*\*\*\*

Dan Mansfield:

Growing up, I didn't want to have anything to do with the cane. If I saw a blind person coming down the street, I would go on the other side to avoid him. It made me fearful to think that was what I might become.

One year I got a Christmas present, and it was the best gift I could have gotten. It was a cane. At the time I got it, I wasn't ready. I said, well, maybe I can try it a few hours a day and see how it goes. My friend went with me when I used it. I was very embarrassed. I felt like the whole world was watching me go down the street with my cane! It was an



awful feeling! Sometimes I would quickly fold it up and put it away. I was embarrassed to have a friend see me use it.

But more and more of my friends encouraged me to use it. And now, I would be terrified to go out without it! The cane itself has become my friend. It provides information; it lets other people know I have vision problems. It gives me information about the streets and curbs, and when I need to be careful. Now I really appreciate my cane!

\*\*\*\*\*

Janie Neal:

Using the cane is very important to me. It's important for safety. I remember when I first started using the cane I was ashamed of it. When a deaf person was around, I would want to hide it so I could just be a deaf person. Now I feel I can't get by without a cane. My feelings still go up and down but, of course, that is part of life. I do worry



about the future, but I think that is also part of life, and I try to keep a positive attitude.

\*\*\*\*\*

Don Meyer:

After I entered the school for the blind and went into mobility training, they tried to get me to take a cane. I knew I should, but I just couldn't do it! It was three months before I could take a cane into my hands.

There was a woman I liked at the school and one evening the two of us went for a walk. Her vision was worse than mine and she had a cane with her at all times. While we were walking down a trail, I hit my head against a tree and it kind of confused me a little. It was getting darker and I didn't know where I was. The woman turned to me and said, "If the blind man will take the sighted woman's elbow, she will guide him out of here!" Then she took me back to the school.

That was a very good lesson for me. The next day I got a cane, and have used one



ever since. It was foolish of me to reject the cane because of my feelings about other people's attitudes. I changed my attitude about the cane and accepted it. I still don't like to use it, and I don't think anyone does, but it is a necessary fact of life. It is a tool that protects you and helps keep you alive.

### A RARE VISION OF COURAGE AND HOPE

By Patricia Anstett (Reprinted with permission from the DETROIT FREE PRESS, Detroit, MI)

A young suburban woman who is hearing impaired now also faces blindness. Imagine a life without listening to loud, obnoxious people. Grateful feelings like that have helped Debbie Wright accept her deafness. Now, she is using the same positive attitude to cope with another reality. She is going blind. Debbie, 21, has a rare hereditary disease called Usher's syndrome, a degenerative eye condition that about 10,000



hearing-impaired persons in the United States currently have. It causes gradual to complete loss of sight, over periods of a few years to 30 or 40 years. Debbie already is legally blind. She can't see well at night or even in daylight in the broader field around her, causing her to trip so frequently that she's a regular emergency room visitor. Her mother, Joan, hopes Debbie will be able to retain her central vision for another 15 years, so she can see most things directly in front of her in daylight hours.

Debbie has prepared for her life as a multiply handicapped person by taking a five-month course last year at the Helen Keller National Center. There, she learned braille and other personal skills and served as a teacher's aide and beginning sign language instructor. It was her first extended time away from her Harper Woods, MI, home and her close-knit family support group. Recently, she transferred to Hofstra University in Hempstead, NY, where she is studying psychology. Seven interpreters work with her



to augment class discussions. "I'll try my best," Debbie said last month, before departing for school. "I've had a lot of challenges in my life. I will look at this as one more."



Debbie Wright uses American Sign Language to communicate through an interpreter when she was guest speaker at the Friends of Helen Keller National Center's Annual Fund Raising Luncheon.



Debbie's family and supporters don't try to minimize the problems she faces. But they believe her life holds some universal lessons about coping with life's smaller setbacks and aggravations. "What I learned from Debbie is that all of us let little circumstances, conflicts and anxieties overwhelm us to the point that we dwell on it too much," said Tom Neil, a Grosse Pointe North High School counselor who has become a mentor and friend to Debbie since she attended school there. "I see kids who are shattered because of a spat with their girlfriend or boyfriend. They are completely dysfunctional because of what would be a relatively minor problem. Many times I've said to myself, what's the worst that could happen in this situation? It seems small compared to the stress Debbie goes through each day."

The foundation for Debbie's courage and persistence began early. Her mother, a Detroit Public Schools pre-school teacher for blind children, was convinced when her four day-old infant wasn't startled when a nurse



dropped a tray in the hospital that something might be wrong. She continued to ask questions of her pediatrician, who initially reassured her that Debbie was fine. But by the time Debbie was eight months old, Joan Wright knew something was wrong. The doctor tested her baby and confirmed that she was profoundly deaf. To get her daughter's attention, she stomped on the floor and Debbie turned to her. "That's how we've always made contact with her," she said.

Joan Wright enrolled in a correspondence course for the parents of deaf children begun by actor Spencer Tracy's wife, Louise, whose son John was deaf. Joan Wright helped Debbie learn to speak by constantly repeating words, enunciating sounds and exaggerating the movement of her lips. "We started with the word ball and we'd say, 'here's a ball, bounce the ball. . .'" The day she crawled to get it, we celebrated because that was a breakthrough. She knew language had meaning."

The speech Debbie developed is somewhat



harsh, clipped and loud, with an emphasis on the vowels the profoundly deaf hear most. They may not hear hard consonants, such as "g" or "k." Debbie was fitted with her first hearing aid at 10 months. By 15 months, she wore the devices on both of her tiny ears to help her pick up rudimentary sound. "I feel the hearing aids helped, because her voice is quite normal, and she does have pitch range," Joan Wright said.

By age 2, Debbie was enrolled in the Detroit Day School for the Deaf. Each night when she came home, the Wrights, now divorced, asked her what happened in school. Her father, Richard Wright, a journalist and editor who heads Wayne State University's journalism program, would draw what she talked about in school, Joan Wright said. "We also did a lot with pictures. We'd get out albums and tell her who her relatives were." The Wrights wanted Debbie to have as normal an upbringing as possible, so they enrolled her in the Grosse Pointe Public Schools. Their home is on the borderline of



Grosse Pointe Woods, within the Grosse Pointe school district. Initially, teachers and administrators were reluctant about the Wrights' insistence on putting her into regular classrooms, her mother and teachers said.

"Everyone who had Debbie was apprehensive at first," said Janice Kay, a Grosse Pointe Schools teacher consultant, who, with speech therapist Julie Smart, worked with Debbie throughout elementary and middle school. "By the end of the year they would say, 'I've learned so much by having Debbie here.' A lot of that is because of her intelligence. She is one of the smartest kids I've ever worked with." Debbie has unusually strong writing ability and a sense of humor - traits many other persons don't fully develop because they can't always hear humorous nuances or sentence structure, Kay said.

Her parents learned when Debbie was in seventh grade that she had Usher's syndrome, but waited until she was in 10th grade to tell her. "We had adjusted to her loss of hearing," her mother said. "But when we heard about



the vision loss, I thought, 'Why this too?' That really has been very difficult for the entire family. I don't think Debbie really began to deal with it until the last few years."

Debbie was the first deaf child to go completely through the Grosse Point Schools. She was inducted into the National Honor Society, and won writing and office support systems awards. As a teenager, she also held jobs as a grocery store bagger and office worker, and she ran a successful bagel delivery service.

Kay credits Debbie's success to strong family support. "Debbie probably wouldn't have been able to accomplish what she did without the support," Kay said. "Behind Debbie are mother, father, brother, sister, aunts, uncles and cousins who cared and who were very much a part of her life." Debbie's life hasn't been without some stinging setbacks. She wanted to attend Michigan State University but went to Madonna College, which has a strong hearing-impaired program, because a girl who was supposed to



have shared a room with her, in a preadmissions weekend at MSU, refused to stay in the room, Joan Wright said.

Debbie's vision seems to have stabilized in the last few years, but she still gets blank spots in her eyes and she has to tip her head down to see below, her mother said. The vision, particularly in the evening, "comes and goes," said Debbie who talked throughout a three-hour interview. Debbie picked Hofstra because Long Island, where the college is located, has a strong deaf community, and the school is a close commute to the Helen Keller National Center which she loved. "It was the first time in her life that everyone could communicate with her," her mother added.

While there, Debbie also became attracted to Manhattan. "New York City is in a class by itself," she said with a smile. Debbie said her handicaps have taught her "don't grieve for what you have lost. Appreciate what you have. You have to have something to live for." In Debbie's case, that's college and family. Oh yes, and her favorite TV program,



"LA Law," captioned for the hearing impaired.

## INFO-TOUCH

For the past two years the TeleBraille, a telecommunication device that can be used over the telephone lines by deaf-blind users, has been out of production pending development of a new prototype by TeleSensory (formerly Telesensory Systems, Inc.), and the Smith-Kettlewell Foundation, both of California.

Now Enabling Technologies of Stuart, Florida, is offering the Info-Touch as a practical solution for the telecommunication problem.

According to B. T. Kimbrough, spokesman for Enabling Technologies, the Info-Touch device consists of three components - a telephone modem, a Romeo braille printer, and a vibrator. The Romeo is a standard, dependable braille printer that uses tractor-feed braille paper. The modem and vibrator have been adapted to operate reliably with



the telephone and Romeo printer. The vibrator is a small vibrating box that can be worn by the deaf-blind user. When Info-Touch is in use, the vibrator will signal when the phone rings at the other end of the line, and when the receiver is picked up. It will also signal a busy line.

The cost of the complete system varies according to the speed of the Romeo braille printer chosen for use. A system that operates with a Romeo printer running at 20 characters per second (cps) is \$3,995; a system based on the Romeo printer at 40 cps is \$4,595.

The deaf-blind user must access the telephone with a typewriter-style keyboard. All messages are printed out in hard-copy on braille paper, which might be an advantage for some readers who like to keep copies of their calls.

For further information about Info-Touch, write to Enabling Technologies, 3142 S.E. Jay Street, Stuart, FL 33497. All components of the Info-Touch are documented in print,



braille and cassette. Each component has its own manual and documentation.

A NEW CAREER FOR ONE OF "NEW  
YORK'S FINEST"

(Reprinted with permission of the QUEENS  
CHRONICLE, New York, NY)

Noel Carrington has recently been named residence director at the Helen Keller National Center's Sands Point headquarters. Previously, Carrington had been a counselor for the deaf with the NYS Office of Vocational Rehabilitation in Brooklyn. His new responsibilities are many: managing a staff of some 20 people including kitchen, housekeeping, residence aides, maintenance and support staff; supervising the 24-hour year round care of deaf-blind clients living on campus; and coordinating client training goals and plans with their case managers.

"I worked as a counselor in the Office of Disabled Students at Queens College when I matriculated at age 49, and that's what got me



involved in rehabilitation," said Carrington. "I had two students who were blind and they taught me to read and write braille. My secretary who was deaf taught me American Sign Language."

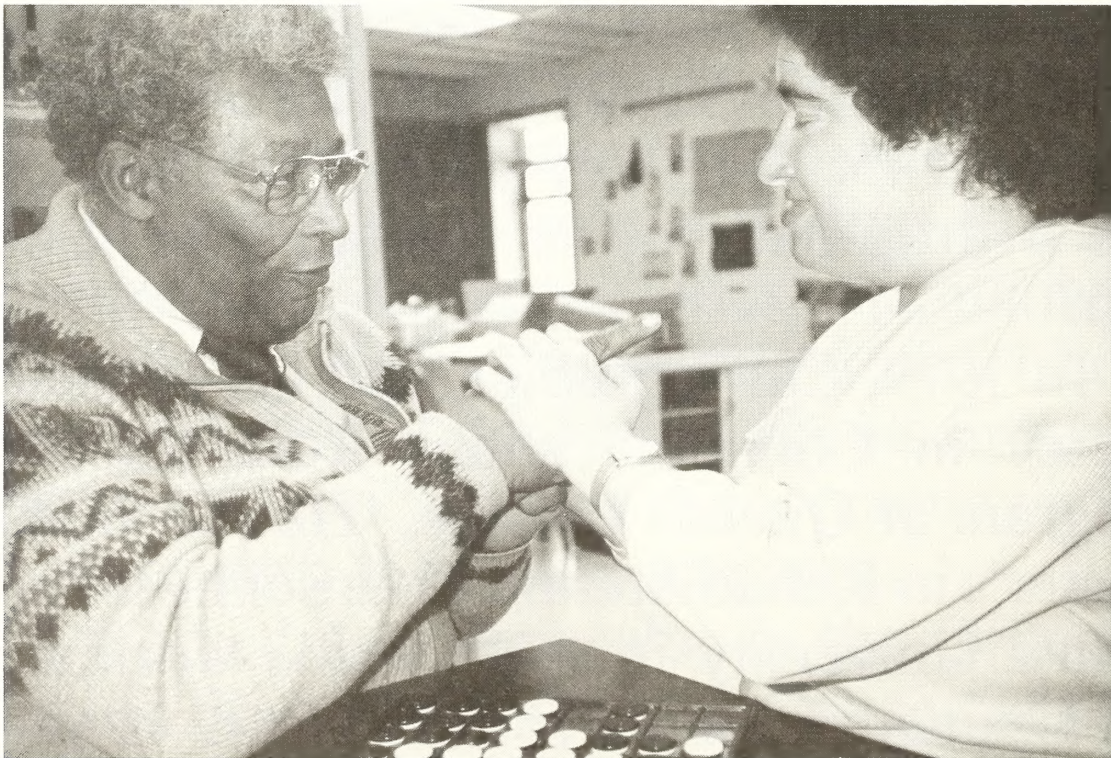
After a two-year stint in the U.S. Army and a year with a New York City bus company, Carrington joined the NYC Police Department and worked his way up to detective in the Narcotics Division. He retired at age 42 after 20 years with "New York's Finest," to take over a family business. "I made a deal with my brother-in-law (who had become physically disabled) to return to college if he did," explained Carrington. "I was a drop-out, so, of course, I went with him."

In 1979, Carrington earned his bachelor's degree in Communications from the ACE Program at Queens College. He received his master's in Rehabilitation Counseling from St. John's University in 1985, while working at the Lexington School for the Deaf. A year later, with 30 credits above his master's



degree, the "one-time drop out" received his P.D. (professional diploma) in rehabilitation while serving as a rehab counselor and vocational evaluator at the NY Lighthouse for the Blind. He joined HKNC's staff in December, 1989.

Just for fun, the new residence director flies small engine planes, plays tennis, skiis and for years has taught tennis to low-income kids at Liberty Park in Jamaica. Carrington was raised in Queens and is presently a resident of Springfield Gardens, NY.



Noel Carrington (L) chats with client, Leslie King (R). They are communicating using tactual sign language while enjoying a game of Othello.



## BLIND, DEAF AND FULL OF LIFE

By Meg Kissinger (Reprinted with permission from THE MILWAUKEE JOURNAL, Milwaukee, WI)

Jayne Moore proudly holds up the brightly colored butterfly quilt she has just made and runs her fingers down the edge. "I love butterflies," she says with a smile. "They're so beautiful and so free." The stitching is precise. The symmetry, nearly perfect. Consider then that Moore, who has been deaf since early childhood, is nearly blind. She looks so tiny and frail as she holds the quilt for a visitor to view. Her arms and legs are like sticks. With her coke-bottle glasses amplifying her eyes, she looks something like a wounded bird. Your first notion is to pity her.

Here is a woman - 30 years old and in the prime of her life - who cannot hear a sound. No Tchaikovsky for her, no soulful growls of Aretha Franklin, not the coziness of rain tapping at the window or the sweet laughter



of a little child. And her vision is so deteriorated that she can see only fuzzy outlines of what is directly in front of her. In her world, there are no sparkling lakes, no bright orange sunsets, no soft pastels of a Monet painting. You find yourself deciding that Moore can't have much of a life. And your heart sinks for her.

Well, you can save your pity. Moore doesn't want it. "I'm a person just like you," she says. "I'm lazy. I laugh. I have a good life." So you watch her as she moves about her West Allis apartment, playing with her cat, Tia, moving slowly as she struggles to get dinner ready. You see her joke with her friends and beam proudly over another row of knitting accomplished. And the pity melts into admiration.

Not long ago, a person like Moore might not have been given the chance to live on her own. She might never have known the pride of caring for herself or the thrill of learning a new hobby. She could have ended up in an institution, assumed to be helpless, left to



fade away quietly. And it would have been such a waste. Her restrictions are many, she says, but her life is rich. And even though she cannot see you very well or hear you at all, Moore is the kind of person you decide you would like as a friend. She is funny and wise, snide and unsentimental.

"I remember the day the doctor told me that I was going blind," she says. "I jumped into my Pinto and drove up and down my mother's driveway for hours. I loved to drive. I didn't want to let go. But you have to. You can sit around and feel bad about being blind and deaf all your life. You can't change it, so you have to accept it."

Moore owes much of her independence to the Center for Deaf-Blind Persons, Inc., a non-profit organization on Milwaukee's South Side that serves strictly those who have the combined disabilities of vision and hearing impairments. Located in St. John's Center, at 3680 S. Kinnickinnic Ave., the Center is the only one of its kind in Wisconsin and one of few nationwide. Funded mostly with local



grants from civic organizations, foundations, businesses and individuals, the Center has gained an international reputation for its services, with people coming from as far as New Zealand to observe the Center and the work there. The Center, Moore says, has changed her life and the lives of many more.

Such Milwaukeeans as: Doris Mae Dennee, 68, totally deaf and blind, who lives with her cousin and works four days a week, following years of loneliness in a nursing home; Ethel Tolzmann, 78, who is sewing again, just months after she abandoned her machine when conditions of old age caused her hearing and vision to fade; Dennis Deeds, 40, severely vision- and hearing-impaired and developmentally disabled, who is learning sign language even though teachers told his parents repeatedly that he was not mentally able to; Sheila Hallenberg, 38 and deaf, who considered suicide when her doctor told her she was going blind.

The Center, which opened in January 1985, is the brain child of Ruth Silver, 58, of



Fox Point. Silver, who has been blind since early adulthood and is gradually losing her hearing, says she had been struggling for years with the notion of a life without sight and sound when she decided it was time to stop grieving and begin reaching out to others.

The organization began in 1983 as a social group. Anxious to meet others with her double disability, Silver drew up flyers and distributed them at doctors' offices and social agencies. The first meeting was strained, Silver says. "No one knew what to say." But once they began to confide in one another, it was as though someone had opened their veins. To a person, they recounted their many hours of loneliness, fear and isolation.

Soon it became apparent that their problems extended well beyond social isolation. Many of these people did not have the basic skills to communicate or even survive on their own, Silver says. Silver, a former teacher of deaf-blind people, dreamed of a center where people who are deaf-blind could learn to become independent. In



remarkably short order, she formed a board of directors, began soliciting grants and the Center was born.

Last year they served 52 clients, ages 20 to 90. Clients pay no tuition, though they are asked to contribute whatever they can. In 1989, the Center operated with a budget of \$120,000. Although most of the money comes from foundations - such as the Milwaukee Foundation - civic organizations, businesses and individuals, the Center does get some service fees for specially designated training by the Senate Division of Vocational Rehabilitation, the Milwaukee County Department of Social Services and the Waukesha County Human Services Department. These service fees, however, represent a small percentage of the total revenue.

The Center is one of 26 in America affiliated with the Helen Keller National Center whose headquarters is in New York. No one knows for certain how many deaf-blind people there are in the United States,



but HKNC estimates there are 41,000 nationwide who are both profoundly deaf and blind. Silver says she suspects there are dozens, if not more, deaf-blind people in the state who need help, but don't know about the Center. Clients at the Wisconsin Center vary, including those who have been blind and deaf since birth, those who were born deaf and eventually lost much of their sight, those who were born blind and lost much of their hearing, and those who, like Silver, gradually lost their sight and hearing.

At the Center, deaf-blind people learn how to communicate through a variety of methods as simple as printing on palms and as complex as braille computers. It's a tedious, often frustrating process that has reduced grown men and women to tears. But slowly the deaf-blind specialists at the Center, people like Cindy Aaron, Sue Savatovic, Rene Ambrose and Lisa Coenen, try to open a window into their world.

Ed and Treva Deeds can still see their son Dennis sitting on the stoop waiting for the



school bus. "He sat there and waited so patiently," Treva Deeds recalls. Dennis, deaf and vision-impaired, is developmentally disabled, too. And 30 years ago, when he was a grade school student, teachers told the couple that there was nothing they could do for their son. He spent the next 10 years in an institution and then was transferred to a group home.

Since coming to the Center three years ago, he has learned to walk with a cane and to tell time with a braille watch, and he is picking up on sign language, something instructors have been telling his parents for years that he would never be able to do. So far, he has learned more than 250 words. "He's learned more patience here," Treva Deeds says. "This place has changed his life."

The Deedses, who are retired, have enrolled in a sign language course at Milwaukee Area Technical College. Now they are able to communicate with their son in ways they never could before. "Hi, Daddy," Dennis gleefully spells out in sign language as



he greets his father at the Center. Responding, Ed Deeds carefully signs: "Howya doing, Dennis?"

Specialists at the Center teach daily living skills such as cooking, sewing, telling time, doing the laundry and balancing a checkbook. These might sound like simple tasks, but they take on terrific complexity when you consider that the person can't read the label on a can, hear a buzzer or see the eye of a needle. Clients also are given mobility training, learning to walk with a cane or sighted guide, and they're counseled on how to do their jobs better. Deaf-blind specialists will go to the client's workplace, too, and advise his or her boss and co-workers on how they can help to communicate better.

The Center's deaf-blind specialists go to nursing homes, advising the medical personnel on basic sign language or other communications skills. "It might be something as simple as teaching a nurse's aid how to say, 'The doctor is coming.' But it means a lot to the patient," Cindy Aaron says.



"It can be very frightening, not being able to communicate."

The Center offers community education programs and support and basic instruction for families of deaf-blind people. Howard Zabler, a specialist there, trains deaf-blind people in weaving, basketry, belt making, knitting, wood carving or sewing a quilt, to name a few. Games are available such as cards, Monopoly, Scrabble, checkers, chess and tic-tac-toe that have been marked in braille. There is a stationary bike to ride and a machine that can magnify type to 60 times its normal size to allow those people with some remnants of sight to see certain things, such as a letter or a picture. One man, for instance, recently brought in pictures of his family.

Volunteers such as Juliette Welsh help the deaf-blind people write letters and read. Because deaf-blind people have so much trouble communicating with other people, crafts and hobbies are very important, Silver says. Consider Ethel Tolzmann of



Milwaukee. Tolzmann, 78, used to love nothing more than to sit at her sewing machine and create. "She used to make my suits," says her husband, Bill, 80, whom she married 60 years ago. But when she developed macular degeneration, costing her much of her sight, Tolzmann was forced to put away her sewing machine. When her hearing failed, too, she decided to try the Center. She thought maybe she could learn some braille that would help her to read her recipes so she wouldn't have to call to her husband for help.

"I never thought I'd have a problem like this," says Tolzmann, a proud, neatly dressed person. There were two things she could do; sit around the rest of her life and feel sorry for herself, or accept it and learn to deal with it. "I'm not ready for the fox farm yet," she snaps. Aaron, a deaf-blind specialist at the Center, taught Tolzmann how to sew by touch. Tolzmann's husband still has to thread the needle, but she does the rest. She just finished a T-shirt for her granddaughter with



a frog applique. And how did her granddaughter like it? "She went gaga," Bill Tolzmann says with a laugh. The sound of her sewing machine is like music to his ears. "The first time I heard her up there sewing again, I got tears in my eyes," says her husband, who now helps out at the Center. Perhaps the most difficult part of losing both vision and hearing is not the physical, but the emotional trauma, Silver says. Imagine the notion of living without sight or sound. "The sense of isolation is terrific," the Center's director says.

So the Center offers emotional support, too. Professionals help people through the pain and fear of losing their ability to hear and see. Social gatherings are held so deaf-blind people can meet, and a support group has been organized to deal with such issues as how to raise children, how to maintain a marriage, how to deal with the reactions of others to the loss of your hearing and vision. "I don't care how strong you are, when you lose that second main sense, you're



devastated," says Silver. "It shatters you."

Sheila Hallenberg, 38, has been deaf since she was a baby. She found out about four years ago that she had retinitis pigmentosa, the same disease that cost Silver her sight. Hallenberg already has lost much of her vision. Her husband, Bill, is deaf and they have two hearing, seeing boys, ages 12 and 14. "I'm scared to death," she says, shaking her head. "It's like I've lost a loved one." She worries about how she will relate to her sons. "What if they are fighting. How do I solve that?" And she worries about her relationship with her husband. "I feel like I'm a different woman than the one he married," she says. "Even though he loves me and we want to stay married, I feel I am different."

The oldest of eight children, Hallenberg likes to cook and sew. But mostly, she says, she loves to sit and chat. "I'm very afraid," she says. "If no one is there to share things with me, I feel like it's the end of my life." Tears well in her eyes as Hallenberg confesses that sometimes she feels like she should just



die. "I don't want to be a burden," she says, sobbing. "I'm so afraid." But in the few months Hallenberg has been coming to the Center, she can sense a change in herself, she says. She's starting to learn braille and is participating in a support group. Hallenberg's story sounds hauntingly familiar to Silver. Silver is so poised and so organized you would never guess that for years after her diagnosis of hearing loss, she languished in frustration and grief.

All of her life, she says, she dreamed of being a symphony cellist. But, at 16, she learned that she had retinitis pigmentosa, a disease causing progressive vision loss. She tried to deny her impending blindness for her sake and for the sake of "a sensitive family member," who found her disability an embarrassment.

But by her junior year at the University of Wisconsin-Milwaukee there was no more hiding it. She could not read without help. Reluctantly, she switched her major from music to exceptional education. Her first job



was as a teacher in the Deaf-Blind Department of the Iowa School for the Deaf in Council Bluffs. Two years later she moved to Watertown, MA, teaching deaf-blind children at the Perkins School for the Blind. "I never imagined anything like that could happen to me," she says. Silver returned to Milwaukee a few years later to marry her "honey," a psychiatric social worker. She went to work as a foster parent teaching a 4-year old deaf-blind child, and spent the next 15 months preparing her for a residential school. A few years later, Silvers' daughter, Julie, was born. By this time, Silver's eyesight was nearly gone. She had come to accept her blindness fairly well, she says, but, four years later, her hearing began to fail. "I thought, no, no! It couldn't happen to me."

Again, she tried to ignore it. But, again, the problem persisted. Finally, a doctor confirmed it: she had suffered significant hearing loss - believed to be related to her retinitis pigmentosa, the disease that robbed her of her sight. "The world came crashing



down," she says. Suddenly, the would-be cellist was faced with a world without music. This proud and independent woman was faced with a world in which she would be looked on with pity. By 1981, she was forced to wear hearing aids, which made normal hearing impossible. They amplified everything. Party chatter sounded like a din. She quit her job. Some mornings, she says, she was so depressed she couldn't get out of bed. Embarrassed at her double impairment, she avoided her friends. Her faith, once strong and helpful, grew ever weaker.

"I, who rarely shed a tear in the past, found myself weeping and weeping," she said in a speech at the American Association of the Deaf-Blind at its national convention. "The future looked bleak. There seemed no real reason to go on." She credits her husband with helping her to get through that period. "He still saw me as Ruth, the girl who loves hot fudge sundaes and needs a hug when she is sad," she says.

Like learning to cope with death, the loss



of the second sense is slow and painful, Silver says. "You go through the same stages of death and dying. There's denial, anger, grief. People often ask me how long it takes to adjust to being deaf and blind and I say, exactly one lifetime." Silver devised a plan to overcome her grief. Every night before going to bed, she would make a list of things she had to do the next day, tasks like cleaning the silverware drawer, writing the rough draft of a poem, calling social agencies to learn if they ever served deaf-blind clients. It was simple - and it worked.

Today, Silver is so busy she barely has time for a break. Aside from managing the Center and soliciting donations and grants, she also teaches occasionally and has to make time to learn herself. She's still learning some forms of touch sign language and how to use a braille computer. Silver peppers stories with her humor. She jokes that her husband is tall, dark and handsome. "At least that's what he tells me," she says. "I'm blind, so what do I know?"



Having lived with the fear and isolation of losing her vision and hearing, Silver offers a shoulder to cry on for many people at the Center. But she also delivers a stern message. "It's a busy world out there," Silver tells them. "The world won't learn braille or sign language for you. So it's your responsibility to learn how to communicate with them." With advancing technology, that's getting to be increasingly easier. New computers now can translate print English into braille at the flip of a switch. A deaf-blind person, for example, can now "watch" a TV that will translate the dialogue into braille on a machine the size of a small box. The braille characters are raised so the deaf-blind person can "read" the words, adjusting it to any speed. "We've come so far in the last five years," Silver says. "It's like whole new worlds are opening up to us."

"I A-M S-O H-A-P-P-Y N-O-W, Doris Mea Dennee, who is totally blind and deaf, types on to the screen of the TeleBraille. The machine allows her to communicate with a



person who does not know either braille or sign language. Dennee types the message in braille and the machine translates it to print English with the words appearing on a screen. The hearing and seeing person then can return a message by typing it in English and having the machine translate it to braille.

Dennee had been living in a nursing home since her husband died 11 years ago. She was miserable. She says she was on too much medication, which made her tired all the time. Because the staff didn't know sign language, she spent many lonely years with no one to talk to. As her vision deteriorated, she says, she found herself bumping around the hallways, cutting and bruising her arms and legs.

With the Center's help, Dennee moved in with her cousin and his wife late last year. It's made a world of difference, she says. "I A-M P-E-A-C-E-F-U-L N-O-W," she taps into the machine. She says she loves taking a bath by herself and cooking in the microwave. She sleeps better, too. "I C-A-N D-O I-T M-Y-S



-E-L-F," she types with a big smile. Since going to the Center, Dennee has learned to print and read braille, to sew, crochet and make belts and purses. She also loves to play cards. "At the nursing home, no one would play cards with me," she says.

But it's quite expensive. A braille TV costs \$5,000. A braille computer costs more than \$6,000. More basic, less expensive technology is making a big difference in the daily lives of deaf-blind people. Vibrating pagers and noise-sensitive lights help people like Bernard and Rachel Newman to care for their four small children. Bernard is totally deaf. His wife also is totally deaf and mostly blind, too. They have four children, ages 10, 8, 5 and an infant. All of the children can hear and see. The family lives in a Victorian house on Milwaukee's East Side. Rachel's brother, Gary Reese, who is blind and deaf, lives in an apartment in the basement.

When the baby cries in the middle of the night, the sound-triggered bedroom light flashes off and on, awakening them.



Likewise, a light flashes when the doorbell rings. Gary wears an electronic pager around his wrist that vibrates when the doorbell rings. Rachel and Gary were born with Usher's syndrome, a rare genetic condition that strikes the children of men and women who both carry the defective gene. Commonly, Usher's syndrome children are born deaf and begin to lose their vision starting about age 10. Now, genetic testing can determine the defect.

Silver's goal for the Center is to attract as many people who need help as possible. She calls the Center "one of Milwaukee's best kept secrets," and is working hard to help it gain some recognition. The rewards are beginning to show. The crowd that gathered late last summer at the Old Country Buffet to celebrate the support group's fifth anniversary was so large that there was barely enough room.



AFB SCHOLARSHIP WINNER  
PURSUES CAREER GOAL IN  
COUNSELING

(Reprinted from AFB NEWS October 1989 - January 1990, with permission of the American Foundation for the Blind)

Creating a new life for herself is what Dorothy Walt is currently about. Walt, herself legally deaf and blind, is the recipient of a Helen Keller Scholarship from the American Foundation for the Blind which will



enable her to pursue a graduate degree in counseling at Gallaudet University in Washington, D.C., the nation's only institution of higher learning for deaf people. At age 47, this marks a major career change for Walt who has spent over 20 years in the accounting profession.



A native of Washington, D.C., Walt was not born legally blind and deaf. Although a hearing loss was noticed when she began elementary school, it was not until age 15 that she was diagnosed with Usher's syndrome - a hereditary disease that causes congenital nerve deafness and progressive vision loss.

Walt's vision deteriorated little through grade school and as a teenager, but her loss of hearing was significant, approaching the category of profound deafness. She remained in public schools, however, attending special education classes for speech lessons and speech (lip) reading. After graduating from high school, she attended the University of Miami and, later, the American University in Washington, D.C., where she received a bachelor's degree in business administration in 1967.

Until the last few years, Walt says, she has functioned "as a hearing impaired person in a sighted and hearing environment," relying on good speech and speech reading to communicate. She and her husband, Ron,



live in Alaska where Walt has worked as an accountant for a wholesaler, a retailer, an accounting firm, and for the past fifteen years, the Older Alaskans Commission. With the Commission, her responsibilities entailed overseeing the expenditure of state and federal funds which provide nutrition and supportive services to elderly Alaskans.

About five years ago, Walt's vision began to deteriorate quickly. By October 1988, her vision was so limited that she enrolled at the Louise Rude Center for Blind and Deaf Adults in Anchorage, AK. There she learned cane travel and sign language basics and received instruction in braille and computers. "This was my first experience with blind people," she recalls, "and it had a positive, profound impact on me."

Walt says her experiences at the Louise Rude Center prompted a re-evaluation of her goals and expectations from life. "My only daughter was leaving home for college. Now was the time for a change." With the total support of her family, she decided to go back



to school to study rehabilitation counseling and begin a new career working with other deaf and blind people. Center director, Carolyn J. Whitcher, was not surprised. "On several occasions Dorothy and I discussed career opportunities, and each time she spoke of her interest in working with people in a helping profession."

"I first became interested in counseling and working with and for deaf-blind people when I became acquainted with the Family Service Foundation in Lanham, MD," said Walt. "The people there provided many wonderful services for my sister who is deaf and blind. She was transformed from a dependent, unhappy and isolated individual to an independent, happy and social woman, learning new skills for independent living, making new friends and creating a new life for herself."

Walt had visited Gallaudet University in the summer of 1988, and was impressed by the Counseling Department. Because the primary responsibility of Gallaudet's graduate

program is to promote the intellectual development of both hearing and deaf students, Walt felt this university could best meet her communication needs. She applied for admission and was accepted for study in the fall of 1989.

"I can be a role model and my experiences can benefit other deaf-blind people," she says. "I'm committed and persistent, and I believe I can be effective as an advocate, a counselor, and a public educator." Those who know Dorothy Walt couldn't agree more.







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**NAT-CENT NEWS**

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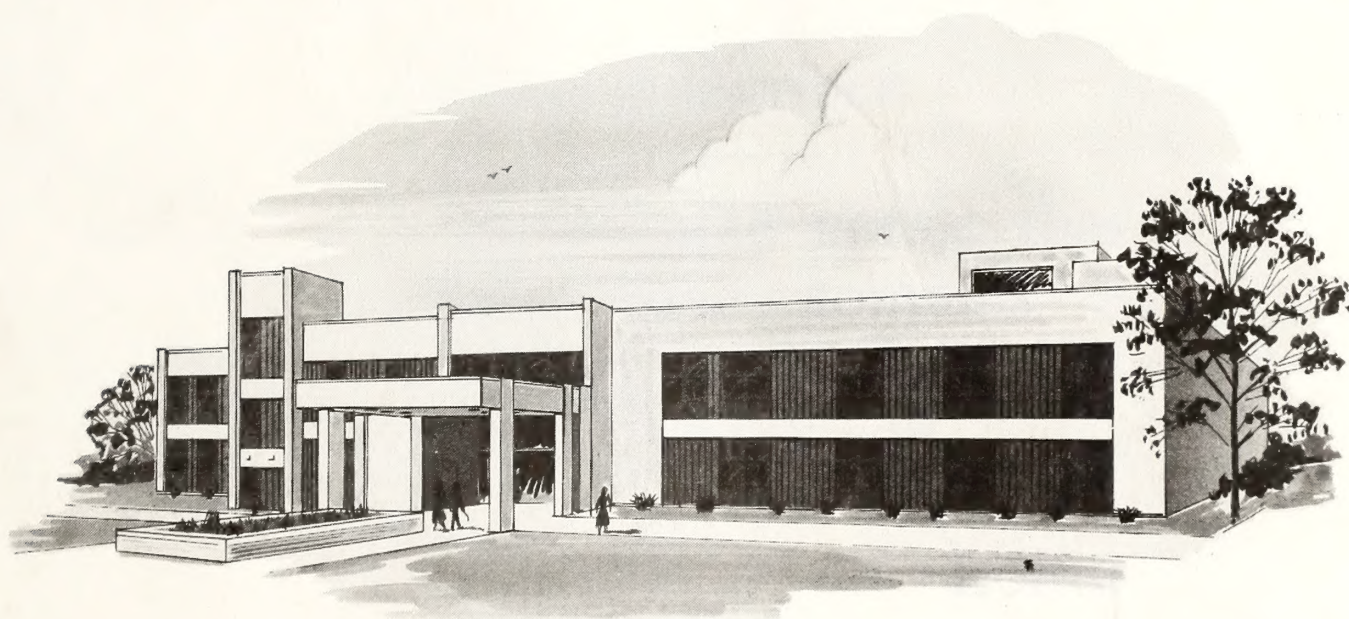
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Special Message  
Inside



# NAT-CENT NEWS



Published 3 times a year by:

Helen Keller National Center for Deaf-Blind Youths and Adults

111 Middle Neck Rd.

Sands Point, N.Y. 11050

Tel.: Area Code 516-944-8900

Operated by Helen Keller Services for the Blind

**EDITOR — ROBERT J. SMITHDAS, L.H.D., Litt. D., L.H.D.**

Editorial Assistant — Allison Burrows

Vol. 21 No. 1  
September, 1990

The activities of the Helen Keller National Center for Deaf-Blind Youths and Adults reported herein were supported by funds from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. However, the opinions or policies expressed herein do not necessarily reflect those of the U.S. Department of Education.



## **NAT-CENT NEWS**

Dear Subscriber:

Please take notice that this issue contains a special notice on the last page. Thank you.

- Editor





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## EDITORIAL

### COMMUNITY-SUPPORTED LIVING

By Robert J. Smithdas, LHD, Litt.D., LHD

In recent years there has been increasing emphasis on the need for community-supported living arrangements for the deaf-blind population. Basically, this concept involves two major issues: 1. Training the deaf-blind individual to live as independently as possible in the open community using the techniques and methods of daily living to the maximum; and 2. Making available community support services that can provide dependable assistance in overcoming the special problems of mobility, transportation and communication that deafness and blindness create as a dual disability.

For obvious reasons, living in a supervised apartment on a training campus does not have the impact of living in an apartment in an open community environment. On



campus, the deaf-blind trainee feels secure in knowing that staff persons are always available in case of emergency, and that assistance with day-to-day needs is readily available. There is no sense of urgency.

In a community-based apartment, away from the protectiveness of a training campus, the deaf-blind person faces the problem situations and frustrations of everyday life. If he/she has useful residual sight or hearing, or both, coping with the realities of community living on a daily basis may not be too stressful, but if the visual and hearing loss is severe, ingenuity and initiative will be tested. The common requirements of daily living become challenges: how to find assistance for paying bills and handling banking; finding volunteers for routine shopping or for visiting the doctor and dentist; finding essential transportation to and from the workplace - just to mention a few examples.

Setting up an apartment for community



living experience requires funding, not only for the apartment itself, but also for the essential aids and devices that can provide more independence for the deaf-blind resident - a signalling system that includes a doorbell, fire alarm and telephone alert; a telephone device for communication with family, friends, or emergency services. Such equipment is available today, or technically possible, but is usually too expensive for the average deaf-blind individual. But technology, even if affordable, is not a complete cure-all for the challenge of community living. Deaf-blind people, no matter how capable, confident and skilled, will always need the support of human services in order to achieve satisfying lives.

What we need to provide for deaf-blind people who return to their home communities is the most enabling environment - an environment with reliable support services that can meet their needs and provide a sense



of security.

## **AMERICANS WITH DISABILITIES ACT**



Robert Smithdas, left, and Sen. Bob Dole (R-Kansas), right, discuss the Americans with Disabilities Act at the signing ceremony on the grounds of the White House in Washington, D.C., where both were special invited guests.

On July 26, 1990, President George Bush signed into law the Americans With Disabilities Act, the most important piece of national legislation protecting the rights of disabled people since the passage of the National Rehabilitation Act of 1973.



Following is an excellent, brief summary of the new law and how it will affect the lives of disabled American citizens with regard to employment, services, transportation and other important issues. Readers should study the summary and develop a clear, general understanding of its meaning and the impact it may have on the well-being of disabled people in years to come.-Editor

\* \* \* \* \*

## Americans with Disabilities Act Requirements Fact Sheet

### **Employment**

Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job. Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with

disabilities.

Employers will need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment. Employers do not need to provide accommodations that impose an "undue hardship" on business operations.

### **Transportation**

New public transit buses must be accessible to individuals with disabilities. Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.

Existing rail systems must have one accessible car per train. New rail cars ordered after August 26, 1990, must be accessible. New bus and train stations must be accessible. Key stations in rapid, light and commuter rail



systems must be made accessible.

All existing Amtrak stations must be accessible by July 26, 2010.

### **Public Accommodations**

Private entities such as restaurants, hotels, and retail stores may not discriminate against individuals with disabilities.

Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.

Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they are readily achievable. All new construction and alterations of facilities must be accessible.

### **State and Local Government**

State and local governments may not

discriminate against qualified individuals with disabilities.

All government facilities, services and communications must be accessible consistent with the requirements for section 504 of the Rehabilitation Act of 1973.

### **Telecommunications**

Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDD's) or similar devices.

\* \* \* \* \*

## **Americans with Disabilities Act Statutory Deadlines**

### **I. Employment**

The ADA requirements become effective on:



- July 26, 1992, for employers with 25 or more employees.
- July 26, 1994, for employers with 15-24 employees.

## II. Public Accommodations

The ADA requirements become effective on:

- January 26, 1992, generally.
- August 26, 1990, for purchase or lease of new vehicles that are required to be accessible.
- January 26, 1993, for new construction.

Generally, lawsuits may not be filed until January 26, 1992. In addition, except with respect to alterations, no lawsuit may be filed until:

- July 26, 1992, against businesses with 25 or fewer employees and gross receipts of \$1 million or less.
- January 26, 1993, against businesses

with 10 or fewer employees and gross receipts of \$500,000 or less.

### III. Transportation

#### A. Public bus system

The ADA requirements become effective on:

- January 26, 1992, generally.
- August 26, 1990, for purchase or lease of new buses.

#### B. Public rail systems--light, rapid, commuter, and intercity (Amtrak) rail. The ADA requirements become effective on:

- January 26, 1992, generally.
- August 26, 1990, for purchase or lease of new rail vehicles.

By July 26, 1995, one car per train accessibility must be achieved. By July 26, 1993, existing key stations in rapid, light, and commuter rail systems must be made accessible with extensions of up to 20 years (30



years, in some cases, for rapid and light rail).

C. Privately operated bus and van companies. The ADA requirements become effective on:

- January 26, 1992, generally.
- July 26, 1996 (July 26, 1997, for small providers) for purchase of new over-the-road buses.
- August 26, 1990, for purchase or lease of certain new vehicles (other than over-the-road buses).

IV. State and local government operations  
The ADA requirements become effective on:

- January 26, 1992.

V. Telecommunications

The ADA requirements become effective on:

- July 26, 1993, for provision of relay services.

## **FIELD NOTES**

By Joseph McNulty, Interim Director,  
HKNC

In an attempt to measure the impact of the training program at HKNC, and in order to improve the services offered at the Center, former clients were contacted and asked to participate in a follow-up survey of their training.

A total of 208 clients went through the Center's training program between January 1, 1984, and December 31, 1988. Of these, 177 responded to the survey. In many cases the survey was completed by clients; while in others, information was provided by a family member, case manager, or other source.

The purpose of the survey was twofold: 1. To measure the impact the Center's program has had on the lives of former clients - particularly in the areas of employment and housing. 2. To elicit feedback from clients as



to the areas of the program they found to be most, or least, beneficial. This data will be used in planning for future programs.

At the time of the survey a total of 79 persons (45.9%) were employed. Of this group, 17 were in competitive employment and 10 in supported employment. Prior to entering the Center's training program, 40 individuals (23.2%) were employed in jobs ranging from competitive employment to work activity centers.

In the area of residential placements, the most significant impact concerned the 21 persons (11.9%) who originally came to HKNC for training from Mental Health/Mental Retardation (MH/MR) facilities. Only four of these individuals returned to such facilities. Of the rest, one is living with his family, one is living in a semi-independent apartment, one is living in a foster home, twelve are residents in small group homes, and two are residing in



intermediate care facilities. The total number of clients who had been placed in community-based small group homes was 36 (20.9%).

In general, the feelings of former clients toward the training they had received were positive, with the exception of the Industrial Arts program. A number of people felt that this department did not prepare them for "real" work, and recommended that it be discontinued.

While pleased with the feedback received from the survey, the Center recognizes that there is room for improvement and that much work lies ahead. We are currently looking at the overall program with a view to improve it by making constructive changes. The recommendations and comments of the people who participated in the survey will be taken into account. In the future, we plan to conduct a similar survey among former clients who went through the Center's training program from January 1, 1989, to June 30,



1990.

\* \* \* \* \*

The Helen Keller National Center is pleased to announce that Ms. Diane Reeves has accepted the position of HKNC Regional Representative for its Chicago office (Region V).

Ms. Reeves has worked as a vocational evaluator and a vocational trainer at BAWAC, a rehabilitation agency located in Florence, Kentucky. Her experience should prove to be extremely valuable as the Center strives to increase employment opportunities for the people it serves.

Region V includes the states of Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin. Ms. Reeves will begin her work with HKNC in early August, and will start visiting agencies and programs in the Region V area sometime in September.

The address of the Chicago office is: 35

East Wacker Drive, Suite 1843, Chicago, IL 60601-2109; Telephone: (312) 726/2090, (TTY/Voice).

### **LOOKING TO THE NORTH**

A proposed apartment complex for independent deaf-blind adults is a new project of the Rotary (Don Valley) Cheshire Homes, Inc., (RCH) of Ontario, Canada. The project receives funds from private donors and from the Ministry of Housing. One means of raising money is the Great Valentine Gala, sponsored by the Don Valley Rotary Club and held annually at the Harbor Castle Hilton Hotel.

The proposed apartment community will include sixteen one-bedroom apartments, a reception and meeting area, and recreational facilities. The Board of Directors, RCH, has been looking for an appropriate site for over three years. Certain requirements had to be



met related to location, such as nearness to bus lines and subways, as most of the deaf-blind residents will be going to and from work each day and will need a reliable means of transportation. The building itself will be designed to include all the aids, devices and adaptation necessary for a sensory, barrier-free premises. A few examples of these are: wide corridors to accommodate two people side-by-side; adequate height and depth of shelving for equipment such as telephone devices, TV readers, closed-caption TV decoders, typewriters, brailers, and braille books; bright lighting without glare; large electrical outlets; tactile markings on railings, doors, elevators, and the edge of steps; strobe fire alarms; large mailboxes for braille books and magazines; and spacious closets to allow for feeling and separating to keep things organized.

In addition to physical modifications, a service called Intervention will be available



within the building at all times. Deaf-blind people remain independent as a result of the services of an intervenor. An intervenor is a person who makes access to activities and other people possible by providing information in a tactile or manual communication mode - thus compensating for the loss of sight and hearing. In the apartment complex, such intervention will be available at all times funded by the Ministry of Community and Social Services. Residents will be able to work, pursue goals and experience a sense of community impossible in any other location.

At present, most of the complex's prospective tenants live alone or in an isolated environment because so few people know how - or will take the time - to communicate with them. Future tenants of the building are looking forward eagerly to having a place of their own, with friends and intervenors who know the methods by which



they communicate. The world of a deaf-blind person can be a lonely one, and one of the aims of this first-ever project in Canada is to help deaf-blind persons become established in an environment where there are no communication barriers. Such a place to live has been requested by deaf-blind people for over 20 years.

Most deaf-blind people lose their sight in their young adult years due to the congenital disease called Usher's syndrome. They may have some residual sight or hearing. But their intelligence remains unimpaired. There are some 600 deaf-blind people in the province of Ontario, with about 60 residing in the Toronto area. RCH is only providing accommodations for sixteen. There are many others who wish to live where a communication system exists that compensates for their loss of hearing and sight.



**OWEN COUNTY IS A DARK, SILENT  
BUT LOVING HOME FOR JEFF HESS**

By Chris Ranard (Reprinted with  
permission from the EVENING WORLD,  
Spencer, Indiana)

What would it be like to lose your eyesight and hearing? Daily blessings we all take for granted. Every night when we go to bed we never think about waking up in total darkness ... never again to hear ... never again to see.

About three years ago Jeff Hess, now 36, formerly of Indianapolis, IN, awoke from a month-long coma, and was told he would never walk, talk, hear, or see again. After 33 years of leading a very active, full life, it seemed as if the world was stopping. He loved fishing, hunting, boating, skiing and he loved his job. Aside from loving all those, he was also very good at them. He worked hard to be an expert at his hobbies and his



employment.

Jeff was a salesman for his father's roofing business, and whenever employees would fall behind on the job, he would put on his work clothes and climb the ladder, becoming one of the roofers. He went for weeks feeling ill due to extremely bad headaches, but doctors could not find the source of the problem. He later became more physically ill and found it very difficult to stay awake. His family took him to a specialist and he was diagnosed as having spinal meningitis, an infection of the spinal fluid that surrounds the spine and the brain. It was assumed Jeff had contacted the fungal infection from bird droppings.

Spinal meningitis usually is not contracted by someone healthy and doctors were puzzled because Jeff was in good physical condition. The infection is most common in people who have have weakened antibodies because of cancer or other diseases.

During his time of having headaches and



feeling tired, Jeff's mental ability remained extremely sharp. His infection affected the nerves to his eyes and the nerve from the brain to his ears. The blindness and deafness is a permanent "inconvenience." Jeff made the comment, "I'm not handicapped, I'm inconvenienced."

He has learned to communicate through palm-spelling, using the index finger to spell letters into one's palm. Jeff is usually ahead of the person spelling, and after a few letters will speak the word being spelled. Tapping Jeff on the hand one time means "yes" and tapping him two times means "no".

It was a necessity for Jeff to take physical therapy due to the weakness in his muscles. For several months he spent 2 to 2 1/2 hours a day in therapy. Aside from his physical therapy he also spent close to an hour a day in speech therapy and 45 minutes, two times a day in occupational therapy. The occupational therapy was to help him deal



with the activities of daily living, such as dressing, bathing, eating and hair combing.

Jeff had to be taught how to read braille and also how to use the braille machine which enabled him to label canned goods and food so he could cook for himself. He lives by himself in the northern part of Owen County, IN, but he has a very close companion - Dexter, his seeing eye dog, and the two of them are learning how to survive together.

Jeff arrived at his home here in Owen County on March 18, after spending time at the Helen Keller National Center in New York. He received Dexter on March 17, from the Guiding Eyes for the Blind, Inc., in Yorktown Heights, New York.

Dexter was born at the Guiding Eyes for the Blind Breeding Center. When the puppy was eight weeks old, a volunteer family took Dexter home, teaching him family living skills and basic obedience commands. When the dog was 15 months old, the family returned

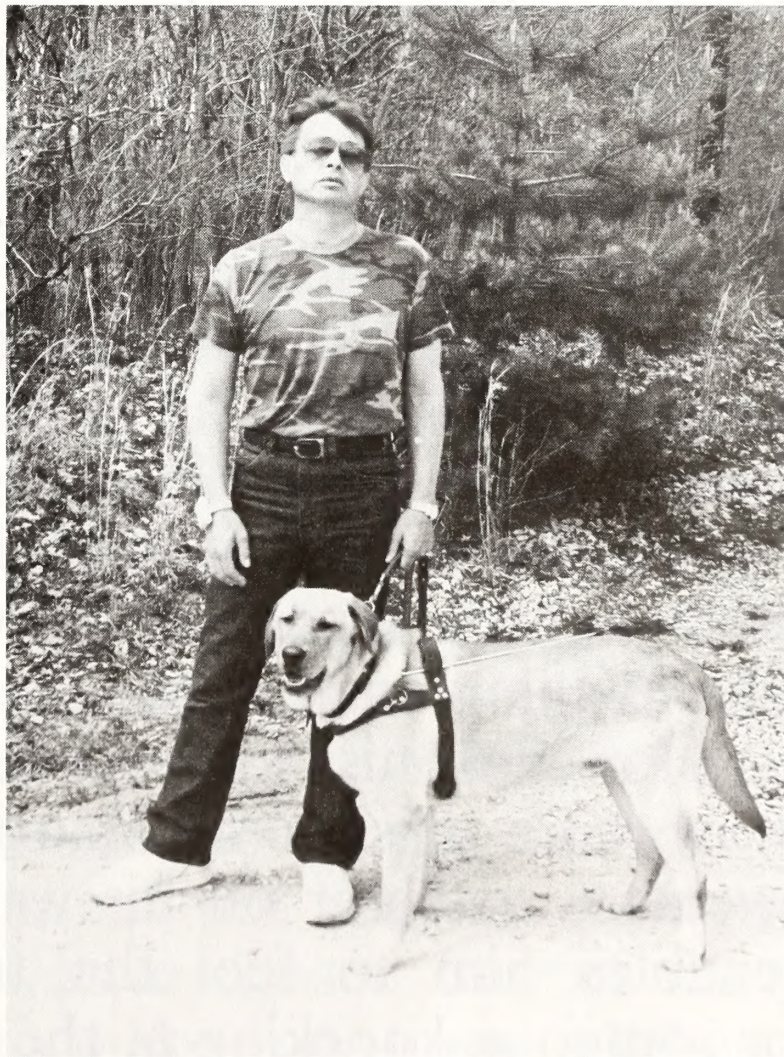


him to the school where professional trainers taught Dexter the skills needed to become a guide dog in a rigorous four-month training program. While at Guiding Eyes, Jeff lived with other blind men and women from across the United States and Canada. They were trained in terrain varying from the subways of the Bronx to the winding country roads of northern Westchester County. Together they (Jeff and Dexter) have reached a "strong bond of friendship" walking the area in which they live. "I feel as safe with Dexter as I would with a sighted person," said Hess.

Jeff is friends with a couple, Ralph and Louise Hunter from Indianapolis, who had purchased property in northern Owen County several years ago. Jeff purchased property and built a one and a half story house near the Hunters before his illness. He is now a neighbor who lives about one-half mile from the Hunters who check on Jeff periodically throughout the day. They take him to shop



or to the laundromat in Spencer, and assist him when he needs assistance or when the job is too great or Dexter can't help. Hess said he wasn't just lucky to have the Hunters - "They are a God-sent blessing."



Jeff and Dexter stand on the road near his home in Spencer, Indiana.



One day when Ralph was driving Jeff into town, Jeff offered to drive Ralph's truck for him. Ralph informed him he would rather let Dexter drive than let Jeff drive. They are constantly joking with each other - they have a lasting friendship. Ralph took Jeff fishing several weeks ago and Jeff caught two fish but Ralph snagged ... zero fish. Way to go, Jeff!!! Ralph said, "I told Jeff I wasn't going to take him fishing again. I have two eyes and he's the one that caught the fish."

When you walk into Jeff's home it doesn't look different from a home owned by a sighted person, except it is cleaner than a lot of homes. He has end tables with lamps on them, a telephone hanging on the wall, and coffee cups hanging on a pegged rack above the sink. However, his home is quiet - no television or radio noise to be heard.

Jeff wears a detector on his wrist which usually enables him to feel the telephone ringing or someone knocking at the door



through the vibration detector. He has a signal between the Hunters and himself that tells them he is not in distress. The Hunters have a certain number (frequency sound) that he can detect on his telephone when he answers. This tells Jeff the Hunters will be home in case he needs them.

To fill in his hours, Jeff likes to macrame plant hangers and has macramed a beautiful wall hanging of an owl. Ralph chooses the colors for Jeff when he starts a new project. He takes the yarn and ties beads on the ends to help him in keeping the strands separated for the braiding process.

For Jeff to be able to read this feature article about himself, Ralph and Louise will be sending it to Indianapolis and it will be transcribed into braille. Here is a message to you Jeff: Even though you can not visibly see us and you can not hear us, we want you to know you have chosen one of the greatest counties to make your home. When you are



shopping or walking in the town of Spencer there will be residents smiling and nodding their head to you, which will be their way of saying, "Welcome to Owen County, Jeff Hess."

### HERE AND THERE

Northern Nevada Braille Transcribers, 1015 Oxford Avenue, Sparks, NV 89431, announces that it has a list of informational and entertainment articles available to deaf-blind readers without charge. This list includes manuals, instructional materials for commercial products, health-oriented articles, cookbooks, humor and miscellaneous subjects. Unless the reader plans to add the material to his/her library, items should be returned to the Sparks address after reading.

For readers who have a problem due to poor sense of touch, there is a limited supply of materials in large-cell braille. Reading



materials are available in grade two braille, cassette and IBM-compatible disks for those who use VersaBrailles.

Northern Nevada Transcribers also accepts requests to transcribe personal materials, and has been offering this service to deaf-blind people for several years. They will also provide brailled decks of playing cards free on request.

Readers are asked to send the group the used envelopes in which braille magazines are sent. These will be re-used to help save on cost and waste. For additional information or list of titles, contact Northern Nevada Transcribers directly.

\* \* \* \* \*

TAKE CHARGE: A STRATEGIC GUIDE FOR BLIND JOB SEEKERS, is a unique, up-to-date manual that deals with every aspect of job-hunting - application, resume-writing, preparing for interviews,



presenting oneself to the employer, and many excellent tips on job markets, reading materials and additional information. The book, written in five braille paperback volumes, is written in straightforward, easy-to-understand sections. One of the authors, Rami Rabby, is himself blind and has wide experience in the area of employment of disabled people, and serves as a consultant on employment. The book, available from the National Braille Press, Inc., 88 St. Stephen Street, Boston, MA 92115, is also available in large-print and on cassette and disk.

Of special interest is the fact that the book includes tips on employment for deaf-blind persons. Every imaginable source for help in finding jobs is covered, and many articles are written by successful job-seekers who are currently working in various professional and open employment. The book provides information on where to obtain counselling and guidance, addresses of



sources of information and assistance, and considers development of home based employment.

TAKE CHARGE, by Rami Rabby and Diane Croft, is available by direct order from National Braille Press, Inc. Contact Diane Croft for prices of the braille, large-print and cassette editions.

\* \* \* \* \*

The new 1990-1991 edition of the catalog, PRODUCTS FOR PEOPLE WITH VISION PROBLEMS, is now available in both print and braille editions from the American Foundation for the Blind, Inc., 15 West Sixteenth Street, New York, NY 10010. To obtain a copy in either print or braille, write directly to the American Foundation for the Blind.

\* \* \* \* \*

HEIDICO, INC., announces the

introduction of the first telephone answering machine that answers an incoming call in both voice and TDD AT THE SAME TIME. The new voice/TDD answering machine accepts incoming calls in either voice or TDD to accommodate both the hearing and the millions of deaf and hard-of-hearing Americans who use a TDD for their telephone conversations. The Voice/TDD Telephone Answering Machine has all the most wanted features, including "VOX" voice actuation, beeperless remote and dual standard cassettes, and sells for prices comparable to "voice only" units on the market today. For more information, contact your local assistive devices dealer, or HEIDICO, INC., P.O. Box 5665, Vancouver, WA 98668-5665. Phone (206) 694-0446, 9:00 a.m. to 3:00 p.m., Pacific time.

\* \* \* \* \*

Mr. Saul Schiff, 7205 N.W. Fourth Place,



Apt. 107, Margate, Florida 33063, offers a suggestion which may be helpful to readers who have deaf or deaf-blind family members. Mr. Schiff, who is deaf-blind himself and whose wife is deaf, writes as follows:

"I have a Tactile Communicator with receivers that vibrate and inform when the doorbell or telephone ring. My wife, who recently had a stroke, sometimes falls or needs other assistance. She now can push a button on a small device attached to her wrist or ankle. This sends a signal to a vibrating device inserted in my Tactile Communicator receiver alerting me to any emergency. This idea could be very important for a deaf or deaf-blind person."

If you have any questions or desire further information, contact Mr. Schiff in braille at the above address.

\* \* \* \* \*

Dorothy Stiefel, Executive Director, Texas

Association of Retinitis Pigmentosa, Inc., P.O. Box 8388, Corpus Christi, TX, announces that the Association's newsletter is now available in braille, due to the generosity of the LIONS Club of Flagstaff, Arizona. The newsletter contains up-to-date information concerning scientific and medical progress in diagnosis, treatment and research of retinitis pigmentosa and Usher's syndrome.

Usher's syndrome is a group of inherited disorders with both hearing impairment and progressive loss of vision (retinitis pigmentosa), of two major types:

Type I - Profound (preverbal) deafness at birth and early onset of retinitis pigmentosa (before age 10 years)

Type II - Milder (postverbal) hearing loss and later onset retinitis pigmentosa (ages 10 to 20 years)



The Cullen Eye Institute in Houston, TX is seeking families to continue their project to isolate the genes for these two diseases. If you know families with at least two individuals affected with Usher's syndrome (of either type) and both parents are living, please ask them to contact:

Richard Alan Lewis, M.D.  
Cullen Eye Institute, NC-206  
Baylor College of Medicine  
6501 Fannin Street  
Houston, Texas 77030

Telephone: (713) 798-3030  
Fax: (713) 798-4364

**SOCIAL GROUP WORK AT HKNC**

By Miriam Domingo-Schmitt, CSW, Intake  
Coordinator, HKNC

Social Group Work is a therapeutic

intervention technique that provides people with development in social interaction, maturity, reality testing, problem solving skills as well as emotional support and education. The group can give its members feelings of belonging, safety and validation. It can also produce direct, immediate confrontation with situations, attitudes and misconceptions. Groups provide a forum in which members can learn experiences through others in a more natural setting than is possible in a one-to-one instructional or therapeutic situation.

Social group work has been part of the HKNC program for many years. It gave rise to the client Townhall meetings through which the clients express concerns and advocate for themselves in regard to program and living at HKNC.

The Problem Solving Group has been running for many years, meeting weekly for two periods. Clients are recommended by their case managers. Criteria for participation



is the client's ability to express himself (feelings, experiences, etc.) in formal or informal language, and to understand the same from another person. Communication methods are varied - oral/aural with FM amplification; visual signs, tactual signs ASL/signed English; print/script with CCTV or TDD magnifier; Tellatouch. Interpreters are used to accommodate the client's preferred communication method.

The group is usually made up of six to seven members, depending on the availability of interpreters. Unless the group member chooses otherwise, he remains until finishing his program.

As most deaf-blind people have been very isolated, they benefit from feeling a part of a peer group. They talk about feelings and experiences they have in common, especially related to their deaf-blindness; e.g. communications, family attitudes, dealing with the general public, fears about the future, lack



of confidence, dependence and independence. The members show care, kindness and understanding to one another. They help each other to find ways of handling difficult situations.

There is an educational part of the group experience. This includes respect for one another - taking turns, acknowledging a person's right to an opinion, maintaining the discussions as confidential. Members learn to ask questions, express their points of view and advocate for needs related to their visual and auditory deficits (appropriate lighting, seating, repetition). They learn about visual and auditory deficits, and communication methods different from their own. They learn to handle their opinions and ideas being challenged.

The group has proved to be beneficial to all age groups, to clients with different etiologies of deaf-blindness, and to clients with different degrees of visual and auditory



losses.

Within the past two years an attempt has been made to develop small groups for clients with minimal formal language to focus on appropriate social interaction. Currently, the Socialization and Sexuality Group has been started. It is time limited - two scheduling periods, eight weeks - meeting once weekly, with a structured agenda. The group has three members, and is led jointly by the clinical social worker and the nurse, who teaches health, hygiene and sex education. The agenda includes meeting and dating; social relationships developing into intimate relationships; intimacies and sexuality; and marriage and its responsibilities. The group discusses situations within their own experience. Role-playing provides for speculating about other situations, optional actions and clarification of misconceptions.

This group is a source of emotional support to its members about the topics of



intimacy and sexuality. It provides a safe and comfortable forum for asking questions and clarifying misunderstandings about subjects that are difficult to discuss.

Social Group Work has provided an important part of the HKNC program for enriching the lives and abilities of the clients. It will hopefully develop to include more varied client groups and different important life issues.

### **FRAGRANCE AND FEEL LIGHT UP THE DARK**

By Irene Virag (Reprinted with permission  
of NEWSDAY, L.I., New York)

Three men stroll through the secluded garden, touching the green leaves wet from a summer rain, sniffing the flowers that perfume the cloudy day. Two of the men walk with canes; each of them holds the arm of a guide. They stop at a redwood planter



brimming over with purple blossoms. One of the men buries his face in the clump of lavender, his salt-and-pepper hair mixing with the purple flowers. "Ohhh," sighs Richard Ramm, who is 65 years old, and was once a stockbroker, owned restaurants and wine shops and has a degree in chemical engineering. A huge smile crinkles his face as he gathers together the tall stalks to heighten the fragrance.



Lance Kamaka stands by Richard's side.



He touches the damp dirt in the raised planter and his fingers travel up a slender stem and move across the smooth, silvery-green leaves and rest lightly on the flowers which look like tiny grapes. "I know this smell," said Lance, a 32-year-old musician who played the keyboard and synthesizers in his native Hawaii with a band called The Three Jewels. "I can't remember what it's called, but gee, it smells nice."

Ed Deknatel strays from his guide and walks past the Japanese holly and the Korean spice viburnum to the wooden benches and the water fountain - his favorite spot in the garden; the place where he likes to sit on bright days and feel the sunshine on his face, "like the gentle hands of God reaching down to touch me." The place where he comes to pray. He turns his face toward the sky where rain clouds have swallowed the sun, then stoops to smell a red rose and caress its petals. "Like velvet," says the man in orange



tinted, wrap-around glasses who spent 42 of his 66 years as an operations specialist for Chemical Bank. "God's handiwork is everywhere. It's like the Garden of Eden."

For the three men in the garden on this day spotted by clouds they cannot see, it is almost that. Lance and Richard are blind. Ed has cataracts in both eyes and his vision is almost gone. Richard is deaf, and Ed and Lance, whose hearing is impaired, eventually will be. In a garden on a summer afternoon, there is much that is lost to them: the clap of thunder, the roar of a passing jet, the buzz of a bumblebee, the blood red of the velvet roses, the pure white of the baby carnations, the way the lacy leaves of the white fringe tree dance in the wind.

But the three strollers - residents of the Helen Keller National Center for Deaf-Blind Youth and Adults in Sands Point - can be close to God and nature in the small enclave of blooms and shrubs that they and their



fellow residents help tend. It is a special place - the Helen Keller Sensory Garden.



"When trees and flowers rain out their fragrance," Helen Keller once said, "the darkness of the blind overflows with light." And everything in this 50-by-100-foot space is designed for that purpose. Every leaf and blossom is there to be touched and smelled: the fuzzy Burkwood viburnum that tickles the



fingers, the lilacs that hold the very scent of spring; the thorny, pink rugosa rose and the velvety hybrid tea rose called Oklahoma; the long spear-shaped leaves of summer phlox; the pungent yarrow that sprouts small yellow flowers; the thick, glossy leaves of the Japanese holly; and the papery seed pods of the silverbell that pop out in the fall.

The signs that identify the plants and trees are in braille, and even the paths that run through the boxwood, the Somerset daphne and the flowering crab apples are designed as guideposts in a garden tucked away in a corner of the 25-acre campus - the flagstone path that leads to the fragrant roses, the smooth pebbles of the herb garden, the brick walk that brings a stroller to the tall shade trees and the blueberry borders.

And in a way, the garden reaches to the spirit that lives somewhere beyond the senses - to soul and memory and the texture of life as it changes from day to day. Richard



breaks off a sprig of mint and holds it to his nose. "Oh, mint juleps on a summer day." He leans against the redwood planter and talks about his recent heart attack and the fire that destroyed the Levittown cape he lived in for 35 years. He brushes away a tear and smells the sprig of mint. "How I remember mint juleps."

Ed stops at a planter full of ginger and says he has some growing in his room at the Center. "I tell my wife I have Ginger in my room." He laughs at the memory of recent conversations with his wife, who still lives at their home in Valley Stream. "She loves plants - I was always so annoyed because she had so many. Now I understand. They're like children; you take care of them, and they grow up healthy and beautiful." He shakes the clump of ginger and bends to inhale the aroma. "I love ginger. My wife got worried though when I mentioned Julie until I told her that's what I named my wandering Jew."



Lance smells the oregano. He runs his fingers through the lemon balm and the sage and shows the way to a small fenced-in patch just beyond the sensory garden where the vegetables grow. Barbara Hausman, the Center's director of public relations and a sighted guide, breaks off a green stem and hands it to Lance. "Phew," he says. "Onions."

There is another clap of thunder and then the rain comes. A grin breaks again across Ed's face. "Into every life a little rain must fall," he says.

"Raindrops are falling on my head," sings Lance, looking very much the musician in his dark glasses, jeans and black goatee. It is easy to imagine him in a more exotic setting - playing the electric keyboard at weddings and luaus on the beaches of Oahu.

The three men walk back through the garden. Lance taps his cane on the brick section of the path that passes the Chinese juniper and the little-leaf linden. Richard



catches another whiff of mint as he walks past the herb garden. The rain comes harder, running down the smooth leaves of the hosta, bending the tall stalks of the day lilies and the lavender.

Ed pauses on the flagstone path near his favorite spot by the velvety, red roses and turns his face to the heavens. Rain washes down his glasses and drenches his shirt. The roses and the lavender and the ginger rain out their fragrance, and it mixes with the smell of the soggy earth.

"I don't have to see it to know - this is Eden," he shouts, and he twirls and laughs like a little kid dancing in the downpour. And here in the Helen Keller Sensory Garden, in the middle of a summer shower, the darkness of the blind overflows with light.



## **FINGERS OF LIGHT**

By Anne Saunders (Reprinted with permission from THE REGISTER CITIZEN, Torrington, CT)

When Elaine Ducharme converses with her co-worker, Frank Coppola, she rests her hand gently on his as he communicates in sign language. Though she is both blind and deaf, she can understand what Coppola says because she can feel his gestures.



Ducharme follows Frank Coppola's signing by lightly resting her hand atop his and visualizing his gestures.

Photo by John Murray



Although Ducharme, 33, has always been deaf, she did not become blind until her 20s. Usher's syndrome, a genetic disease, caused a gradual deterioration in her vision. The fact that she was once able to see helps her to envision the world around her. She visualizes mentally the layout of her apartment and her office. She can picture the signs Coppola is making by feeling the movements he makes with his hands. Ducharme also communicates in sign language with Coppola, who can translate her signs into speech.

"Before I became blind, I was very dependent and afraid of becoming independent," she said. She spent many years trying to deny the encroaching blindness. For a time, she used a magnifying glass to read, but if anyone approached she would hide the magnifying glass, she said. "I spent too much time thinking of all the things I can't do. I was very afraid to learn new things."

In 1983, Ducharme did become blind and



in the spring of 1984, she went to the Helen Keller National Center in New York to learn the skills she would need to live with her disabilities. Though she quickly learned to understand sign language by resting her hand on the hand of another who is signing, learning braille was much more difficult, she said. Braille is an alphabet of letters represented by arrangements of raised dots.

"The first few months are very frustrating," she said. Trying to read words by feeling a series of little dots on a page was difficult. "I cried and felt like giving up." Friends and family encouraged her to persist in learning braille and developing skills to become independent. For three years she worked alongside hearing and seeing people assembling lipstick containers at Lark Industries in Torrington, CT. Now she lives on her own in an apartment she shares with two roommates who are students at Northwestern Connecticut Community



College (NCCC). "Right now, my brain is bright," she said of the long road to becoming independent and learning to enjoy it. "There is a limit but it's important to conquer your disabilities and be as independent as possible." Ducharme graduated from the college this spring with an associate's degree in general studies. She continues to work at the dormitory for students who are attending the college's Career Education for the Deaf program. Ducharme coordinates services for people who are deaf and blind. She organizes trips, lectures and social events. In June 1990, a group of students traveled to Lake Compounce Amusement Park in Bristol, CT on an outing Ducharme organized. She put together such programs as an art therapy workshop, a Thanksgiving Day dinner and opportunities for students to go swimming.

At work and at home, Ducharme benefits from devices for deaf-blind people. Computers, braille printers and other



communication tools help her accomplish what she sets out to do. At home in her apartment, she slips on a wristband that will vibrate in different ways if the phone or doorbell ring. In the case of the telephone, she has a special set of devices that allow her to converse with friends and colleagues.

Another special device allows hearing-impaired people to type messages to one another via the telephone. For a seeing person, the messages appear on a small screen and responses can be typed back with a keyboard. For Ducharme, the conversation is translated by machine into braille and she can respond by typing on a braille keyboard. Calling a friend in Torrington, she dials the telephone, feeling the dial for each digit of the phone number. Then she sets the receiver in a special cradle that is part of the machine. "Hi, this is Elaine," she types on a braille keyboard and the message is sent through the telephone lines to her friend.



When her friend responds by typing a message in return, raised bumps appear on a little panel, forming the words in braille. Ducharme runs her fingers over the braille letters and then types a response. Eventually computer technology and voice simulators may allow her to type in braille and have a computer turn her words into speech and vice versa.

But there are many other tricks not involving any high-tech devices for surviving in a world where most people see and hear. Ducharme has placed braille markings on her microwave oven to mark the settings. When she goes shopping she chooses produce like most of us do, by feeling it for ripeness. A helper will assist her in choosing items such as canned goods. Ducharme also cooks for herself using her sense of touch and smell to season food and decide when its done.

Though deaf-blind people find ways of managing day-to-day activities, they still face



barriers because hearing and seeing people are often frightened of their handicaps. It is easy for someone who is deaf and blind to feel isolated, Ducharme said. Even when she meets those familiar with sign language, they are sometimes uneasy, she said. "They're nervous. I can tell by their shaking hands." Ducharme likes to confront people's fears, to reassure them she is a regular person in spite of the handicaps. Though she needs people to drive her to meetings, help with grocery shopping or interpret for her when people don't know sign language, she can handle most other tasks on her own.

Ducharme plans to continue working at the deaf dormitory and to take additional classes at NCCC. At some point in the future, she hopes to attend Gallaudet University in Washington, D.C., to study social work. This summer she travelled to Virginia to visit friends. "I love to fly," she said. But the best part is the opportunity to



converse with old friends. "We go out and talk and skip the museums," she said. "I like visiting the people more than the places."

In her time off here in Winsted she also enjoys working on her suntan. "People say what do you want to get a suntan for? I want a tan, that's it, don't bother me," she said, signing in a humorous, exaggerated way.

Even through an interpreter it doesn't take long to realize Ducharme has a bold personality. Coppola, her co-worker who acts as her interpreter, remembers meeting Ducharme and watching her go in search of a bathroom at the dormitory. She refused his assistance and though she knocked over a plant and kept looking in closets, none of it fazed her and she found her own way.

The hard part about being deaf and blind is not so much the difficulties involved in finding bathrooms but the difficulties of communicating with the rest of the world. "The important thing for a deaf-blind person



is communication," Ducharme said. Once the communication barriers are bridged, "I think people forget after a while that I am deaf or blind."

## **THE CLIENT COMPUTER PROGRAM**

By Carl Franckowski, Senior Instructor,  
Computer Technology, HKNC

At the Helen Keller National Center, clients can now become computer literate! By making use of various computer devices and word-processing software, they can print letters in braille, access the computer screen in braille or large print and learn how to type, or improve their English skills. These options are being made available to clients in the Center's computer program.

Clients are given exposure to available computers, special devices and software during their evaluation at HKNC. Using computers and appropriate software



programs, clients can perform many of the same operations that their sighted-hearing peers can do. In addition, they can use computers to supplement their rehabilitation programs.

The goals of the computer program for clients are: 1. To provide exposure to computers and adaptive equipment and their potential uses. 2. To use such equipment as a supplemental tool in training in conjunction with software educational programs. 3. To encourage personal use of such equipment by clients (letters, files, etc.).

Clients who have severe visual impairments or blindness can access the computer by using a braille display device called the Navigator, marketed by TeleSensory, Inc., of Mountain View, California. This device allows an individual to scan and read what is on the computer screen, using a braille display unit with a 40-cell braille line. A bar on the computer



screen, which functions as a "window", shows a sighted individual the location of text that the Navigator user is reading. This "window" can be moved, using a set of navigational keys located on the front panel of the unit. The Navigator can be used with a Toshiba laptop computer or an IBM computer.



Client, Richard Ramm, works in the HKNC computer room on the Navigator, being shown above with a Toshiba laptop computer.



Clients with usable residual vision may also access the computer in large print, using either ZoomText or Vista. ZoomText magnifies existing software programs while they are running. With it a user can magnify (2x to 8x) either a portion of the screen or the entire screen, choose one of four different fonts or scroll through the text. Vista, "an image enlarging system," has many features including: enlarging material (up to 16x); creating a single line display to reduce distortion while reading; and scroll-scanning the text.

Clients can also use a system called PhoneCommunicator. IBM, manufacturer of the system, describes this device as "a system to help hearing/speech-impaired persons communicate effectively on the telephone." Individuals are able to use IBM computers as a TDD (telephone device for the deaf) if PhoneCommunicator has been added. Key features of the PhoneCommunicator system



include telephone communication with hearing-impaired persons, using a touchtone phone; running other computer programs at the same time as PhoneCommunicator is being used; and automatic dialing of phone numbers from the system's directory.

Another program distributed by IBM is called Speechviewer. It offers clients who retain some useable vision a means of visual feedback for various aspects of speech and voice, i.e., vowel accuracy, pitch, volume and duration of sound. In the vowel accuracy portion of the program, a target vowel is selected - for instance, the vowel "oooo" as in "shoe". The client pronounces the vowel and is able to get visual feedback. This makes it possible, by way of graphics, for individuals to determine the accuracy of their vowel pronunciations.

There are also several word-processing programs available to clients. These include Friendly Writer, First Choice, PC Write, and



WordPerfect (versions 4.2 and 5.1.). These programs can be used on black-and-white, color and large monitors.

In addition to word-processing programs, clients can also use educational software to improve their sight-word vocabulary, or improve their English grammar. Grammar programs focus on all aspects of usage - verbs, adverbs, adjectives, nouns, pronouns, roots and affixes. Programs geared to sign-word recognition and survival/real-life reading skills are also available that address such areas as alphabet order and reading such functional items as labels, menus, job ads, forms and applications. Clients can also use Typist or Keyboard Master to learn to type.

And we have barely tapped the possibilities for the future!



## **SPECIAL NOTICE TO READERS**

Due to increased costs of publication, distribution and postage, it has become necessary to establish an annual subscription charge for NAT-CENT NEWS, beginning with the January, 1991 issue of the magazine. All organizations, agencies, and professional workers now receiving the magazine will be asked to pay a subscription of \$10.00 (ten dollars) per year if they wish to continue receiving it.

An exception to this policy is that readers who are deaf-blind will still continue to receive NAT-CENT NEWS free of charge.

If you wish to continue receiving NAT-CENT NEWS, please fill out and return the form on the back with your name, address, and whether you wish to receive the large-print or braille edition. Return the form to the Helen Keller National Center along with a check for \$10.00 before November 15, 1990.

We sincerely regret this change of policy, but hope that our readers will understand its necessity.

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